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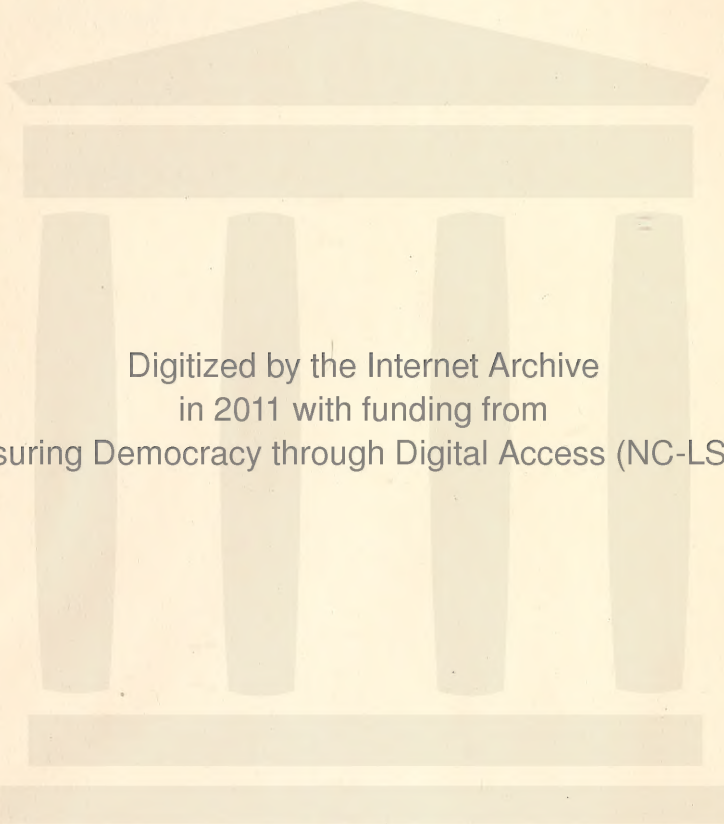
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COURSE OF STUDY
FOR THE
ELEMENTARY SCHOOLS
OF
NORTH CAROLINA



PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

COURSE OF STUDY

THE

ELEMENTARY SCHOOLS

RALEIGH
CAPITAL PRINTING COMPANY
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1923



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INTRODUCTION

This Course of Study is prepared primarily for the teachers in the elementary grades. Its purpose is to give aid in organizing the subject-matter for the several grades, and to offer suggestions to teachers that may be helpful to them in improving their instruction.

Each teacher should have a comprehensive grasp of the Course of Study as a whole, but she should know, especially in detail, not only the work of the grade or grades she teaches, but also of the grade below and the grade above. By having such a knowledge of the Course of Study it will be easy for the teacher to keep in mind the foundation laid and the end toward which she may be working.

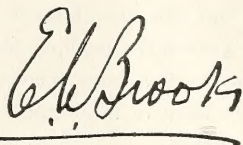
The Course of Study is outlined for a school term of at least eight months, and adequate provision should be made for the accomplishment of the work as planned. If each school keeps an accurate record of the work of each child it will be comparatively easy for the teacher, at the beginning of the year, to know how to classify the pupils, and how to organize the Course of Study in such a way as to be of the greatest value to the pupils. Each year's work should begin with a review of the essentials taught the previous year.

In schools having only one teacher and a school term of only six months, it is impossible to complete in one year the work outlined for each grade. Teachers and all school officials should realize this and make this clear, alike to pupils and patrons. The teacher's record should give an accurate account of how far each pupil has progressed in the year's work, and each child, the following year, should begin the grade work at the point where it was left off the year before. Promotion in a subject should be based on the completion of the work outlined for the grade in that subject, and when the work thus outlined has been completed, or when the child shall show an ability to do the same work with the same ease as that of other children of the grade who have completed the work, such a child should be promoted. Therefore, the determining factor in promoting a child will be the accomplishment of the work outlined for the grade.

In the preparation of this Course of Study Miss Susan Fulghum prepared the outline on Reading and Health Education; Mrs. T. E. Johnston, the outline on Language, History, and Spelling; Miss Hattie Parrott, the outline on Arithmetic, Writing, and Civics; Miss Elizabeth Kelly, the outline on Geography and Elementary Science; Miss Mary Channing Coleman and Miss

Anne M. Campbell, of the Department of Physical Education, North Carolina College for Women, the outline on Physical Education*; Miss Mary Edna Flegal, head of the Department of Art for the Durham City Schools, the outline on Drawing; and the Educational Council of the Music Supervisors' National Conference, the outline on Music.

Many teachers in different schools of the State have rendered valuable assistance by making suggestions, reading the manuscripts, and submitting revised courses for the consideration of the State Department. To all of these who have contributed in any way to the preparation of this Course of Study we desire to express our high appreciation.

A handwritten signature in dark ink, reading "E. H. Brooks". The signature is written in a cursive style with a prominent "E" and "B". A horizontal line is drawn underneath the signature.

State Superintendent of Public Instruction.

RALEIGH, N. C., April, 1923.

*This is a separate bulletin.

COURSE OF STUDY

BOOKS BY GRADES Basal and Supplementary Texts

The basal books are adopted to be retailed at the contract prices given. The supplementary books are covered by no State contract, and the prices quoted here are the prices at which the publishers have agreed to sell these books directly to the users, the purchaser to pay the cost of transportation.

Reading FIRST GRADE

| | Price |
|---|--------|
| BASAL: | |
| Child's World Primer (<i>Johnson Publishing Co.</i>)..... | \$0.42 |
| Reading Literature Primer (<i>Row, Peterson Co.</i>)..... | .40 |
| Child's World First Reader (<i>Johnson Publishing Co.</i>)..... | .46 |
| Reading Literature First Reader (<i>Row, Peterson Co.</i>)..... | .44 |
| SUPPLEMENTARY: | |
| Story Steps Primer (<i>Silver Burdett & Co.</i>)..... | .51 |
| Story Hour First Reader (<i>American Book Co.</i>)..... | .45 |

Language

| | |
|--|--|
| BASAL: | |
| No text. | |
| See course in <i>Language</i> for First Grade, p. 186. | |

Spelling

| | |
|---|-----|
| BASAL: | |
| The Mastery of Words, Book I, pp. 1-13 (<i>Iroquois Publishing Co.</i>).... | .38 |

Writing

| | |
|--|-----|
| BASAL: | |
| Zaner Writing Method, Book I (<i>Zaner & Bloser Co.</i>)..... | .09 |
| or | |
| Palmer Method of Business Writing, Book I (<i>A. N. Palmer Co.</i>)..... | .15 |

Drawing

| | |
|---|-----|
| BASAL: | |
| Industrial Art, Shorter Course, Book I (<i>Laidlaw Bros.</i>)..... | .36 |
| or | |
| Practical Drawing, Book I (<i>Practical Drawing Co.</i>)..... | .15 |
| or | |
| Industrial and Applied Art, Book A (<i>Atkinson Mentzer Co.</i>)..... | .24 |

Music

| BASAL: | Price |
|---|-------|
| Progressive Music Series, Book I (<i>Silver Burdett & Co.</i>)..... | .68 |
| or | |
| Hollis Dann Music Series, Book I (<i>American Book Co.</i>)..... | .73 |

History

- BASAL:
 No text.
 See course in *History and Civics* for First Grade, p. 337.

Civics

- BASAL:
 No text.
 See course in *History and Civics* for First Grade, p. 337.

Geography

- BASAL:
 No text.
 See course in *Geography* for First Grade, p. 428.

Health Education

- BASAL:
 No text.
 See course in *Health* for First Grade, p. 481.

Arithmetic

- BASAL:
 No text.
 See course in *Arithmetic* for First Grade, p. 296.

SECOND GRADE**Reading**

| | |
|--|--------|
| BASAL: | |
| Child's World Second Reader (<i>Johnson Publishing Co.</i>)..... | \$0.52 |
| Reading Literature Second Reader (<i>Row, Peterson Co.</i>)..... | .48 |
| SUPPLEMENTARY: | |
| Cherry Tree Children (<i>Little, Brown & Co.</i>)..... | .52 |
| Story Hour Second Reader (<i>Johnson Publishing Co.</i>)..... | .54 |
| Eskimo Twins (<i>Houghton-Mifflin Co.</i>)..... | .66 |

Language

- BASAL:
 No text.
 See *Outline in Language* for Second Grade, p. 194.

Spelling

- BASAL:
 The Mastery of Words, Book I, pp. 14-24 (*Iroquois Publishing Co.*).... .38

Writing

| BASAL: | Price |
|--|-------|
| Zaner Writing Method, Book II (<i>Zaner & Bloser Co.</i>)..... | .09 |
| or | |
| Palmer Method of Business Writing, Book I (<i>A. N. Palmer Co.</i>)..... | .15 |

Drawing

| | |
|---|-----|
| BASAL: | |
| Industrial Art, Shorter Course, Book I (<i>Laidlaw Bros.</i>)..... | .36 |
| or | |
| Practical Drawing, Book II (<i>Practical Drawing Co.</i>)..... | .15 |
| or | |
| Industrial and Applied Art, Book A (<i>Atkinson Mentzer Co.</i>)..... | .24 |

Music

| | |
|---|-----|
| BASAL: | |
| Progressive Music Series, Book I (<i>Silver Burdett & Co.</i>)..... | .68 |
| (or, a one-book course for Grades 2-7, \$0.76.) | |
| or | |
| Hollis Dann Music Series, Book I (<i>American Book Co.</i>)..... | .73 |

History

| | |
|---|--|
| BASAL: | |
| No text. | |
| See course in <i>History and Civics</i> for Second Grade, p. 341. | |

Civics

| | |
|---|--|
| BASAL: | |
| No text. | |
| See course in <i>History and Civics</i> for Second Grade, p. 341. | |

Geography

| | |
|--|-----|
| BASAL: | |
| No text. | |
| See course in <i>Geography</i> for Second Grade, p. 428. | |
| SUPPLEMENTARY (Geographic Reader): | |
| Around the World Series, Book I (<i>Silver Burdett & Co.</i>)..... | .60 |

Health Education

| | |
|---|--|
| BASAL: | |
| No text. | |
| See course in <i>Health</i> for Second Grade, p. 481. | |

Arithmetic

| | |
|--|-----|
| BASAL: | |
| First Journeys in Numberland (<i>Scott, Foresman Co.</i>)..... | .45 |
| See course in <i>Arithmetic</i> for Second Grade, p. 303. | |

THIRD GRADE

Reading

| BASAL: | Price |
|--|-------|
| Child's World Third Reader (<i>Johnson Publishing Co.</i>)..... | .58 |
| Reading Literature Third Reader (<i>Row, Peterson Co.</i>)..... | .53 |
| SUPPLEMENTARY: | |
| Story Hour Third Reader (<i>American Book Co.</i>)..... | .57 |
| Dutch Twins (<i>Houghton-Mifflin Co.</i>)..... | .66 |
| McMurry's Robinson Crusoe (<i>Public School Publishing Co.</i>)..... | .50 |
| See, also, <i>Supplementary Geographic Readers.</i> | |
| See, also, <i>Supplementary Historical Readers.</i> | |
| See, also, <i>Supplementary Health Reader.</i> | |
| See, also, <i>Supplementary Civics Readers.</i> | |

Language

| | |
|--|-----|
| BASAL: | |
| Good English, Book I (<i>Scott, Foresman Co.</i>)..... | .45 |

Spelling

| | |
|--|-----|
| BASAL: | |
| The Mastery of Words, Book I, pp. 25-50 (<i>Iroquois Publishing Co.</i>).... | .38 |

Writing

| | |
|--|-----|
| BASAL: | |
| Zaner Writing Method, Book III (<i>Zaner & Bloser Co.</i>)..... | .09 |
| or | |
| Palmer Method of Business Writing, Book I (<i>A. N. Palmer Co.</i>)..... | .15 |

Drawing

| | |
|---|-----|
| BASAL: | |
| Industrial Art, Shorter Course, Book II (<i>Laidlaw Bros.</i>)..... | .36 |
| or | |
| Practical Drawing, Book III (<i>Practical Drawing Co.</i>)..... | .15 |
| or | |
| Industrial and Applied Art, Book B (<i>Atkinson Mentzer Co.</i>)..... | .24 |

Music

| | |
|---|-----|
| BASAL: | |
| Progressive Music Series, Book I (<i>Silver Burdett & Co.</i>)..... | .68 |
| (or, a one-book course for Grades 2-7, \$0.76.) | |
| or | |
| Hollis Dann Music Series, Book II (<i>American Book Co.</i>)..... | .50 |

History

| | |
|--|-----|
| BASAL: | |
| No text. | |
| See course in <i>History and Civics</i> for Third Grade, p. 347. | |
| SUPPLEMENTARY (Historical Reading): | |
| History Stories of Other Lands, Books I and II (<i>Row, Peterson Co.</i>), | |
| each | .51 |

Civics**BASAL:**

No text.

See course in *History and Civics* for Third Grade, p. 347.**SUPPLEMENTARY:**

Price

Safety First for Little Folks (*Chas. Scribner's Sons*)..... .64**Geography****BASAL:**

No text.

See course in *Geography* for Third Grade, p. 430.**SUPPLEMENTARY:**Around the World With the Children (*American Book Co.*)..... .54The Merrill Geographic Readers, Book I (*Pioneer Publishing Co.*)..... .60Geography for Beginners (*Rand McNally & Co.*)..... .67½Child Life in Other Lands (*Rand McNally & Co.*)..... .63¾Around the World Series, Book II (*Silver Burdett & Co.*)..... .66**Health Education****BASAL:**

No text.

See course in *Health* for Third Grade, p. 481.**SUPPLEMENTARY:**Keep Well Stories (*J. B. Lippincott & Co.*)..... .51**Arithmetic****BASAL:**School Arithmetics, Book I, chaps. I and II (*Ginn & Co.*)..... .60**SUPPLEMENTARY:**Every-day Arithmetic—A Practical Mental Arithmetic (*Little, Brown & Co.*)36**Reading****FOURTH GRADE****BASAL:**Studies in Reading, Book IV (*University Publishing Co.*)..... .70**SUPPLEMENTARY:**Merry Animal Tales (*Little, Brown & Co.*)..... .64Reading Literature IV (*Row, Peterson Co.*)..... .51The Silent Reader IV (*John C. Winston Co.*)..... .56Little American History Plays (*B. H. Sanborn & Co.*)..... .84See, also, *Supplementary Geographic, Historical and Civics Readers.***Language****BASAL:**Good English, Book II, Part I (*Scott, Foresman Co.*)..... .55**Spelling****BASAL:**The Mastery of Words, Book I, pp. 53-90 (*Iroquois Publishing Co.*).... .38

Writing

| BASAL: | Price |
|---|-------|
| Zaner Writing Method, Book IV (<i>Zaner & Bloser Co.</i>)..... | .09 |
| or | |
| Palmer Method of Business Writing, Book II (<i>A. N. Palmer Co.</i>)..... | .20 |

Drawing

| BASAL: | |
|---|-----|
| Industrial Art, Shorter Course, Book II (<i>Laidlaw Bros.</i>)..... | .36 |
| or | |
| Practical Drawing, Book IV (<i>Practical Drawing Co.</i>)..... | .15 |
| or | |
| Industrial and Applied Art, Book B (<i>Atkinson Mentzer Co.</i>)..... | .24 |

Music

| BASAL: | |
|--|-----|
| Progressive Music Series, Book II (<i>Silver Burdett & Co.</i>)..... | .72 |
| (or, a one-book course for Grades 2-7, \$0.76.) | |
| or | |
| Hollis Dann Music Series, Book III (<i>American Book Co.</i>)..... | .95 |

History

| BASAL: | |
|---|-----|
| No text. | |
| See course in <i>History</i> for Fourth Grade, p. 354. | |
| SUPPLEMENTARY: | |
| History Stories of Other Lands, Book III (<i>Row, Peterson Co.</i>)..... | .60 |
| Old-time Stories of the Old North State (<i>D. C. Heath & Co.</i>)..... | .52 |

Civics

| BASAL: | |
|---|-----|
| No text. | |
| See course in <i>Civics</i> for Fourth Grade, p. 404. | |
| SUPPLEMENTARY: | |
| Uncle Jim, the Fire Chief (<i>Southern Publishing Co.</i>)..... | .50 |

Geography

| BASAL: | |
|---|------|
| Essentials of Geography, Book I (<i>American Book Co.</i>)..... | 1.33 |
| SUPPLEMENTARY: | |
| Around the World Series, Book III (<i>Silver Burdett & Co.</i>)..... | .69 |
| Human Geography, Book I (<i>John C. Winston Co.</i>)..... | 1.06 |
| The Merrill Geographic Readers, Book II (<i>Pioneer Publishing Co.</i>).... | .60 |

Health Education

| BASAL: | |
|--|-----|
| The Child's Day (<i>Houghton-Mifflin Co.</i>)..... | .72 |

Arithmetic

| | |
|---|--------------|
| BASAL: | <i>Price</i> |
| School Arithmetics, Book I, chaps. III and IV (<i>Ginn & Co.</i>)..... | .60 |
| SUPPLEMENTARY: | |
| Every-day Arithmetic—A Practical Mental Arithmetic (<i>Little, Brown & Co.</i>) | .36 |

Reading**FIFTH GRADE**

| | |
|--|-----|
| BASAL: | |
| Studies in Reading, Book V (<i>University Publishing Co.</i>)..... | .74 |
| SUPPLEMENTARY: | |
| Reading Literature V (<i>Row, Peterson & Co.</i>)..... | .57 |
| The Eugene Field Book (<i>Chas. Scribner's Sons</i>)..... | .72 |
| The Silent Reader V (<i>John C. Winston Co.</i>)..... | .60 |
| America First (<i>Chas. Scribner's Sons</i>)..... | .72 |
| See, also, <i>Supplementary Geographic, Historical Science Reader, and Civics Readers.</i> | |

Language

| | |
|--|-----|
| BASAL: | |
| Good English, Book II, Part II (<i>Scott, Foresman Co.</i>)..... | .55 |

Spelling

| | |
|---|-----|
| BASAL: | |
| The Mastery of Words, Book I, pp. 91-130 (<i>Iroquois Publishing Co.</i>) | .38 |

Writing

| | |
|---|-----|
| BASAL: | |
| Zaner Writing Method, Book V (<i>Zaner & Bloser Co.</i>)..... | .09 |
| or | |
| Palmer Method of Business Writing, Book II (<i>A. N. Palmer Co.</i>)..... | .20 |

Drawing

| | |
|---|-----|
| BASAL: | |
| Industrial Art, Shorter Course, Book III (<i>Laidlaw Bros.</i>)..... | .36 |
| or | |
| Practical Drawing, Book V (<i>Practical Drawing Co.</i>)..... | .20 |
| or | |
| Industrial and Applied Art, Book C (<i>Atkinson Mentzer Co.</i>)..... | .24 |

Music

| | |
|--|-----|
| BASAL: | |
| Progressive Music Series, Book II (<i>Silver Burdett & Co.</i>)..... | .72 |
| (or, a one-book course for Grades 2-7, \$0.76.) | |
| or | |
| Hollis Dann Music Series, Book IV (<i>American Book Co.</i>)..... | .95 |

History

| | |
|---|-----|
| BASAL: | |
| First Book in United States History (<i>D. C. Heath & Co.</i>)..... | .80 |
| SUPPLEMENTARY: | |
| North Carolina History Stories (<i>Johnson Publishing Co.</i>)..... | .60 |
| History Stories of Other Lands (<i>Row, Peterson Co.</i>)..... | .60 |

Civics

BASAL:

No text.

See course in *Civics* for Fifth Grade, p. 404.

SUPPLEMENTARY:

Price

I Am An American (*Houghton-Mifflin Co.*)..... .66**Geography**

BASAL:

Essentials of Geography, Book I (*American Book Co.*)..... 1.33

SUPPLEMENTARY:

Human Geography, Book I (*John C. Winston Co.*)..... 1.06Around the World Series, Book IV (*Silver Burdett & Co.*)..... .72The Merrill Geographic Readers, Book III (*Pioneer Publishing Co.*) .70**Health Education**

BASAL:

Healthy Living, Book I (*Charles E. Merril Co.*)..... .72**Arithmetic**

BASAL:

School Arithmetics, Book II, chaps. I and II (*Ginn & Co.*)..... .75

SUPPLEMENTARY:

Every-day Arithmetic—A Practical Mental Arithmetic (*Little, Brown & Co.*)36**Agriculture or Elementary Science**

BASAL:

No text.

SUPPLEMENTARY:

Stories of Luther Burbank and His Plant School (*Chas. Scribner's Sons*)88**Reading****SIXTH GRADE**

BASAL:

Studies in Reading, Book VI (*University Publishing Co.*)..... .74

SUPPLEMENTARY:

Reading Literature VI (*Row, Peterson Co.*)..... .63Hiawatha Reader (*B. D. Berry Co.*)..... .48The Silent Reader VI (*John C. Winston Co.*)..... .60See, also, *Supplementary Geographic, Historical and Civics Readers.***Language**

BASAL:

Good English, Book III, Part I (*Scott, Foresman & Co.*)..... .59**Spelling**

BASAL:

The Mastery of Words, Book II, pp. 1-41 (*Iroquois Publishing Co.*).... .32

Writing

| BASAL: | Price |
|---|-------|
| Zaner Writing Method, Book VI (<i>Zaner & Bloser Co.</i>)..... | .09 |
| or | |
| Palmer Method of Business Writing, Book II (<i>A. N. Palmer Co.</i>)..... | .20 |

Drawing

| | |
|---|-----|
| BASAL: | |
| Industrial Art, Shorter Course, Book III (<i>Laidlaw Bros.</i>)..... | .36 |
| or | |
| Practical Drawing, Book VI (<i>Practical Drawing Co.</i>)..... | .20 |
| or | |
| Industrial and Applied Art, Book C (<i>Atkinson Mentzer Co.</i>)..... | .24 |

Music

| | |
|---|------|
| BASAL: | |
| Progressive Music Series, Book III (<i>Silver Burdett & Co.</i>)..... | .76 |
| (or, a one-book course for Grades 2-7, \$0.76.) | |
| or | |
| Hollis Dann Music Series, Book V (<i>American Book Co.</i>)..... | 1.14 |

History

| | |
|---|------|
| BASAL: | |
| A Young People's History of North Carolina—First Half Term (<i>Alfred Williams & Co.</i>)..... | .80 |
| Our Ancestors in Europe—Second Half Term (<i>Silver Burdett & Co.</i>) | 1.05 |
| SUPPLEMENTARY: | |
| Great Inventors and Their Inventions (<i>American Book Co.</i>)..... | .60 |
| History Stories of Other Lands, Book V (<i>Row, Peterson Co.</i>)..... | .69 |
| Makers of North Carolina History (<i>Thompson Publishing Co.</i>)..... | .75 |

Civics

| | |
|---|-----|
| BASAL: | |
| Elementary Community Civics (<i>Allyn & Bacon</i>)..... | .84 |
| SUPPLEMENTARY: | |
| A Dutch Boy Fifty Years After (<i>Chas. Scribner's Sons</i>)..... | .80 |

Geography

| | |
|---|------|
| BASAL: | |
| Essentials of Geography, Book II, pp. 1-199 (<i>American Book Co.</i>)..... | 1.87 |
| SUPPLEMENTARY: | |
| Around the World Series, Book V (<i>Silver Burdett & Co.</i>)..... | .75 |
| The Merrill Geographic Readers, IV (<i>Pioneer Publishing Co.</i>)..... | .70 |
| Human Geography, Book I (<i>John C. Winston Co.</i>)..... | 1.06 |

Health Education

| | |
|--|-----|
| BASAL: | |
| Healthy Living, Book II, chaps. I-XVIII (<i>Chas. E. Merrill Co.</i>)..... | .96 |

Arithmetic

| | |
|---|--------------|
| BASAL: | <i>Price</i> |
| School Arithmetics, Book II, chaps. III and IV (<i>Ginn & Co.</i>)..... | .75 |
| SUPPLEMENTARY: | |
| Every-day Arithmetic—A Practical Mental Arithmetic (<i>Little, Brown & Co.</i>) | .36 |

Agriculture or Elementary Science

| | |
|--|------|
| BASAL: | |
| No text. | |
| SUPPLEMENTARY: | |
| Our Bird Book (<i>Pioneer Publishing Co.</i>)..... | 1.00 |

Reading**SEVENTH GRADE**

| | |
|--|-----|
| BASAL: | |
| Studies in Reading, Book VII (<i>University Publishing Co.</i>)..... | .78 |
| SUPPLEMENTARY: | |
| The Man Without a Country (<i>Chas. E. Merrill Co.</i>)..... | .38 |
| The Silent Reader, VII (<i>John C. Winston Co.</i>)..... | .64 |
| The Courtship of Miles Standish (<i>Houghton-Mifflin Co.</i>)..... | .21 |
| cloth | .33 |
| Irving's Sketch Book (<i>Houghton-Mifflin Co.</i>)..... | .42 |
| See, also, <i>Historical and Geographic Readers.</i> | |

Language

| | |
|---|-----|
| BASAL: | |
| Good English, Book III, Part II (<i>Scott, Foresman Co.</i>)..... | .59 |

Spelling

| | |
|---|-----|
| BASAL: | |
| The Mastery of Words, Book II, pp. 42-77 (<i>Iroquois Publishing Co.</i>) | .32 |

Writing

| | |
|---|-----|
| BASAL: | |
| Zaner Writing Method, Book VII (<i>Zaner & Bloser Co.</i>)..... | .09 |
| or | |
| Palmer Method of Business Writing, Book II (<i>A. N. Palmer Co.</i>)..... | .20 |

Drawing

| | |
|---|-----|
| BASAL: | |
| Industrial Art, Shorter Course, Book IV (<i>Laidlaw Bros.</i>)..... | .36 |
| or | |
| Practical Drawing, Book VII (<i>Practical Drawing Co.</i>)..... | .20 |
| or | |
| Industrial and Applied Art, Book D (<i>Atkinson Mentzer Co.</i>)..... | .24 |

Music

| | |
|--|------|
| BASAL: | |
| Progressive Music Series, Book IV (<i>Silver Burdett & Co.</i>)..... | 1.00 |
| (or, a one-book course for Grades 2-7, \$0.76.) | |
| or | |
| Hollis Dann Music Series, Book VI (<i>American Book Co.</i>) | 1.14 |

History

| BASAL: | Price |
|--|--------|
| A History of the People of the United States (<i>D. C. Heath & Co.</i>)..... | \$1.05 |

SUPPLEMENTARY:

| | |
|---|-------|
| History Stories of Other Lands, Book VI (<i>Row, Peterson Co.</i>)..... | .69 |
| Life of Robert E. Lee (<i>Houghton-Mifflin Co.</i>)..... | 1.23¾ |
| Women in American History (<i>Bobbs, Merrill Co.</i>)..... | .75 |
| Jackson's Life of Booker T. Washington—for negro schools (<i>Macmillan Co.</i>) | .90 |

Civics

| BASAL: | |
|---|------|
| Elementary Community Civics (<i>Allyn & Bacon</i>)..... | 1.12 |

Geography

| BASAL: | |
|---|------|
| Essentials of Geography, Book II, Text completed (<i>American Book Co.</i>) | 1.87 |

SUPPLEMENTARY:

| | |
|---|------|
| Human Geography, Book I (<i>John C. Winston Co.</i>)..... | 1.06 |
| Around the World Series, Book VI (<i>Silver Burdett & Co.</i>)..... | |

Health Education

| BASAL: | |
|--|-----|
| Healthy Living, Book II, chap. XIX, to end of book (<i>Chas. E. Merrill Co.</i>) | .96 |

Arithmetic

| BASAL: | |
|---|-----|
| School Arithmetics, Book II, chaps. V and VI (<i>Ginn & Co.</i>)..... | .75 |

SUPPLEMENTARY:

| | |
|---|-----|
| Every-day Arithmetic—A Practical Mental Arithmetic (<i>Little, Brown & Co.</i>) | .36 |
|---|-----|

Agriculture or Elementary Science

| BASAL: | |
|---|------|
| Studies in Elementary Science (<i>Row, Peterson Co.</i>)..... | 1.00 |

SUPPLEMENTARY:

| | |
|--|------|
| Our Bird Book (<i>Pioneer Publishing Co.</i>)..... | 1.00 |
|--|------|

ADDRESSES OF PUBLISHERS

- Alfred Williams & Co., Raleigh, N. C.
- ✓ Allyn & Bacon, 611-612 Rhodes Building, Atlanta, Ga.
- ✓ American Book Company, 100 Washington Square, New York, N. Y.
- A. N. Palmer Company, 30 Irving Place, New York, N. Y.
- Atkinson Mentzer Co., 2210 S. Park Avenue, Chicago, Ill.
- B. D. Berry Co., 623 Wabash Avenue, Chicago, Ill.
- ✓ Benj. H. Sanborn & Co., 50 Beacon Street, Boston, Mass.
- Bobbs-Merrill Co., Indianapolis, Ind.
- Charles E. Merrill Co., 432 Fourth Avenue, New York, N. Y.
- Charles Scribner's Sons, Hurt Building, Atlanta, Ga.
- ✓ D. C. Heath & Co., 63 N. Pryor Street, Atlanta, Ga.
- ✓ Ginn & Co., 70 Fifth Avenue, New York, N. Y.
- ✓ Houghton-Mifflin Co., 4 Park Street, Boston, Mass.
- Iroquois Publishing Co., Herald Building, Syracuse, N. Y.
- J. B. Lippincott & Co., E. Washington Square, Philadelphia, Pa.
- John C. Winston Co., 1006-1016 Arch Street, Philadelphia, Pa.
- Johnson Publishing Co., Richmond, Va.
- Laidlaw Brothers, 130 E. 25th Street, New York, N. Y.
- Little, Brown & Co., 34 Beacon Street, Boston, Mass.
- ✓ Macmillan Co., 64-66 Fifth Avenue, New York, N. Y.
- Pioneer Publishing Co., Kansas City, Mo.
- Practical Drawing Co., Dallas, Texas.
- Public School Publishing Co., Bloomington, Ill.
- Rand McNally & Co., 536 S. Clark Street, Chicago, Ill.
- Row, Peterson & Co., 623 S. Wabash Avenue, Chicago, Ill.
- ✓ Scott, Foresman & Co., 623 S. Wabash Avenue, Chicago, Ill.
- Silver Burdett & Co., 126 Fifth Avenue, New York, N. Y.
- Southern Publishing Co., 2015 Jackson Street, Dallas, Texas.
- Thompson Publishing Co., Raleigh, N. C.
- University Publishing Co., Lincoln, Neb.
- Zaner & Bloser Co., Columbus, O.

ARRANGING THE DAILY SCHEDULE

As a guide to the teacher in making a daily schedule the following tables are given to show relatively the time allotment by subjects and by grades.

DISTRIBUTION OF TIME BY SUBJECTS AND BY GRADES IN FIFTY CITIES*

| SUBJECT | MINUTES PER WEEK—GRADES | | | | | | | |
|------------------------|-------------------------|-----|-----|-----|-----|-----|-----|------|
| | I | II | III | IV | V | VI | VII | VIII |
| Opening exercises..... | 59 | 59 | 59 | 54 | 49 | 48 | 48 | 48 |
| Reading..... | 412 | 364 | 291 | 237 | 195 | 181 | 151 | 150 |
| Language..... | 116 | 122 | 145 | 164 | 179 | 182 | 207 | 220 |
| Spelling..... | 83 | 102 | 113 | 103 | 94 | 90 | 81 | 79 |
| Penmanship..... | 77 | 93 | 81 | 82 | 77 | 73 | 60 | 57 |
| Arithmetic..... | 93 | 149 | 203 | 231 | 223 | 226 | 217 | 220 |
| Geography..... | 25 | 11 | 77 | 128 | 157 | 166 | 151 | 118 |
| History..... | 42 | 48 | 54 | 88 | 103 | 110 | 141 | 181 |
| Science..... | 57 | 63 | 62 | 57 | 53 | 62 | 70 | 88 |
| Drawing..... | 151 | 84 | 87 | 82 | 77 | 77 | 77 | 76 |
| Music..... | 70 | 130 | 73 | 74 | 70 | 70 | 70 | 76 |
| Manual training..... | 65 | 73 | 62 | 70 | 77 | 88 | 112 | 115 |
| Physical training..... | 71 | 63 | 62 | 62 | 59 | 62 | 59 | 60 |
| Recess..... | 135 | 128 | 123 | 119 | 113 | 108 | 102 | 102 |
| Miscellaneous..... | 118 | 98 | 135 | 119 | 122 | 122 | 102 | 135 |

*Arranged from the original tabulation by H. W. Holmes in the Fourteenth Year-book of the National Society for the Study of Education. Taken from page 215, Strayer & Englehart's "The Classroom Teacher."

MASSACHUSETTS TIME-DISTRIBUTION TABLE

| SUBJECT | MINUTES PER WEEK—GRADES | | | | | |
|-----------------------------|-------------------------|-----|-----|-----|-----|-----|
| | I | II | III | IV | V | VI |
| Opening exercises..... | 60 | 60 | 60 | 60 | 60 | 60 |
| English: | | | | | | |
| 1. Reading..... | 240 | 240 | 175 | 175 | 100 | 100 |
| 2. Spelling..... | | 50 | 50 | 50 | 50 | 50 |
| 3. Language..... | 150 | 150 | 175 | 175 | 150 | 150 |
| Penmanship..... | 75 | 75 | 100 | 100 | 100 | 100 |
| English Literature..... | 60 | 60 | 75 | 75 | 150 | 150 |
| Arithmetic..... | 50 | 75 | 100 | 125 | 150 | 150 |
| History and Civics..... | | | 50 | 75 | 150 | 150 |
| Nature Study..... | 60 | 60 | 60 | 60 | 60 | 60 |
| Music..... | 75 | 75 | 75 | 75 | 75 | 75 |
| Geography..... | 25 | 25 | 25 | 100 | 150 | 150 |
| Handwork and Drawing..... | 150 | 150 | 150 | 150 | 150 | 150 |
| Physiology and Hygiene..... | 60 | 60 | 60 | 60 | 60 | 60 |
| Recess Play and Games..... | 150 | 150 | 150 | 150 | 150 | 150 |

In making of a daily schedule there are certain factors to be considered:

1. Definite work should be provided for all classes for every period of the day. This, of course, includes seat work as well as recitations.

2. Study or seat work periods should be a preparation for or an outgrowth of the class recitation.

3. The more difficult subjects or those requiring the greatest expenditure of nervous force should come early in the day or soon after a recess or recreation period.

4. Writing should not follow a recess period or a period spent in active muscular play.

5. Definite provision should be made in the daily schedule for teaching the subjects for which there are no texts provided. For example, no text is provided in language until the third grade, in history until the fifth grade, in geography until the fourth grade, in civics until the sixth grade, and in health until the fourth grade. However, definite work is outlined in the Course of Study in each of these subjects for every grade.

A daily language period is provided in each grade. The other subjects, history, geography, civics and health, frequently furnish the content for the language lessons. At other times the opening exercise period includes lessons in these subjects, while throughout the year special periods are often set aside for work along these lines.

6. Daily programs will of necessity change as adaptations to the needs of the pupils at different stages of development are made.

7. Provision should be made throughout the day for frequent rest or recreation periods of about five minutes.

8. Length of recitation and study periods should be regulated by the age of the pupils and the nature of the subject.

9. The program should be posted in a conspicuous place to serve as a guide for pupils as well as teachers.

SUGGESTED DAILY SCHEDULE—ONE-TEACHER SCHOOL*

Words in capitals indicate group reciting

| Hour | Length of Period | A Group BEGINNERS FIRST GRADE | B Group SECOND AND THIRD GRADES | C Group FOURTH AND FIFTH GRADES | D Group SIXTH AND SEVENTH GRADES |
|-------|------------------|---|---------------------------------------|---------------------------------------|--|
| 8:45 | 15 | Opening Exercises—General Period | | | |
| 9:00 | 15 | READING | Study Reading | Study English | Study English |
| 9:15 | 20 | Seat Work Study Reading | READING | Study English | Study English |
| 9:35 | 30 | Seat Work | Study Period | ENGLISH | ENGLISH |
| 10:05 | 10 | PHONICS and WORD STUDY | Study Spelling | Study Spelling | Study Spelling |
| 10:15 | 15 | WRITING | WRITING | WRITING | WRITING |
| 10:30 | 15 | Morning Recess Period—Playground Activities | | | |
| 10:45 | 25 | Spelling and Writing Period—Divided Among All Classes | | | |
| 11:10 | 25 | ARITHMETIC | ARITHMETIC | Study Arithmetic | Study Arithmetic |
| 11:35 | 25 | Related Seat Work | Related Seat Work | ARITHMETIC | ARITHMETIC |
| 12:00 | 60 | Noon Recess Hour | | | |
| 1:00 | 15 | READING and LANGUAGE | Study Reading and Language | Study Reading | Study Reading |
| 1:15 | 15 | Seat Work | READING and LANGUAGE | Study Reading | Study Reading |
| 1:30 | 25 | Seat Work | Seat Work | READING | READING |
| 1:55 | 10 | Physical Education—General Period | | | |
| 2:05 | 25 | Hygiene and Agriculture or Nature Study—Whole School | | | |
| 2:30 | 15 | Afternoon Recess Period | | | |
| 2:45 | 20 | Music (three times per week). Drawing (two times per week)—All. | | | |
| 3:05 | 25 | Seat Work | Study Period | GEOGRAPHY and HISTORY | Study Geography and History |
| 3:30 | 30 | Seat Work | Study Period | Study Geography and History | GEOGRAPHY and HISTORY |

*Adapted from the daily schedule for a one-teacher school worked out by Dr. Fannie W. Dunn, of Teachers' College, Columbia University.

EXPLANATIONS

In the one- and two-teacher schools the Course of Study can be more effectively administered when the grades or classes are grouped for purposes of instruction. For example, the one-teacher school of seven grades may be reorganized into four groups. An adaptation of the following scheme of grouping may prove helpful in planning the better organization of the schedule:

| GROUP A | GROUP B | GROUP C | GROUP D |
|-----------|-------------------|-----------------|-------------------|
| Beginners | Grades II and III | Grades IV and V | Grades VI and VII |

The above is suggested for a general grouping of grades. This means that the teacher plans for and deals with four rather than seven groups of children.

Suggestions for conducting recitations are as follows:

1. For example, when the second grade is having an oral reading lesson, the third grade may have a silent reading lesson under the guidance of the teacher—reading to find answers to questions given them in the assignment.

2. When the Group C recites to the teacher in some subject, English or arithmetic, for instance, Group D may have a written recitation in the same subject.

3. At times classes may recite together, time divided or alternately.

4. In the grammar grades geography may be taught three days, then history the next three days, and so on.

5. Definite study periods and seat work should be provided for each group.

At times for different subjects individual children may fit into different groupings. For example, when a child shows ability in a particular subject higher than the regular grade to which he has been assigned, he should be permitted to work with that higher group and progress as rapidly as he can. For instance, a pupil may be working with Group B in arithmetic and Group D in spelling and so on. This plan enables the teacher to adjust the individual pupil's program so that he may work in and with a group that more nearly carries on the work which meets his needs.

READING

Section I

GUIDING PRINCIPLES

AIM

The *first aim* in teaching reading should be to enable the child to get the thought from the printed page *accurately* and *readily*. From the very beginning reading should be done for the purpose of getting meanings. The habits formed in the first reading experiences and the child's attitude toward the act and purpose of reading must be right from the start.

Of necessity much time in the primary grades is given to word mastery, for here the mechanics of reading should be accomplished, but at all times, in every grade, reading as a search for thought and an expression of meanings must be uppermost. Ability to read effectively is dependent upon command of a good reading vocabulary. Word study and mastery of words is an essential part of learning to read and should be carried on in all grades according to the needs of the class. In order to insure the attitude of looking for meanings and to establish reading for thought, work in word analysis should not begin until after the child has had some reading experience and has acquired a small reading vocabulary of sight words, and should always be given at a period separate from the reading lesson.

ULTIMATE OBJECTIVES OF THE COURSE*

There are certain permanent results that should come from the course in reading—certain permanent interests and abilities to be developed and habits to be established—and the work of each grade should definitely contribute to these objectives.

I. PERMANENT INTERESTS IN READING

A. HABIT OF READING BOOKS OF REAL WORTH.

- | | |
|-------------------|---------------|
| 1. Fiction. | 5. Travel. |
| 2. Poetry. | 6. Biography. |
| 3. Science. | 7. History. |
| a. Nature. | 8. Art. |
| b. Health. | a. Music. |
| c. Invention. | b. Pictures. |
| 4. Bible Stories. | 9. Humor |

B. CURRENT EVENTS.

1. Habit of reading newspapers.
2. Habit of reading magazines.

*In working out these objectives, the "Attainments in Reading," by O'Hern, of the Rochester City Schools, have proven helpful.

II. ECONOMICAL AND EFFECTIVE STUDY HABITS

A. RECOGNITION OF NEED FOR STUDY.

1. Ability to define problems presented in reading.
2. Habit of reading to a problem.
3. Ability to follow written and printed directions.

B. ANALYSIS OF MATERIAL READ.

1. Ability to interpret.
2. Ability to find the central thought.
3. Ability to organize the facts.
4. Ability to determine the relative value of facts.
5. Ability to summarize.

C. JUDGMENT.

1. Ability to draw valid conclusions.
2. Ability to judge the validity of statements.

D. REPRODUCTION AND APPLICATION.

1. Ability to reproduce thought of selection read.
2. Ability to answer thought questions on content of material.
3. Ability to make use of ideas gained.

III. THOROUGH MASTERY OF THE MECHANICS OF READING

A. SILENT READING.

Comprehension.

1. Ability to grasp accurately the meaning of material read.

Rate.

1. Ability to read at one's own maximum rate in effectively getting meanings.

B. ORAL READING.

1. Ability to read clearly and effectively.

C. MASTERY OF WORDS.

1. Command of good vocabulary.
2. Mastery of mechanics of reading.
3. Ability to pronounce words correctly.
4. Habit of enunciating distinctly.
5. Habit of using the dictionary.

IV. ECONOMICAL AND EFFECTIVE USE OF BOOKS

A. DICTIONARY.

1. Ability to use the dictionary effectively.

B. LIBRARY.

1. Ability to use effectively:
 - a. Card Index.
 - b. Reference books and indexes.
 - c. Encyclopedias.

C. BOOK HELPS.**1. Ability to use effectively:**

- a. Index.
- b. Notes.
- c. Glossary.
- d. Chapter Headings.

In order to accomplish the ultimate results that are to be the outcome of the entire elementary course in reading definite attainments for each grade with means for accomplishing them are given in the outline by grades.

For this reason the teacher of each grade is urged to study the work outlined for all grades, especially those preceding and following her own grade, to the end that she may adapt the work to the needs of her pupils and keep in mind the goals of the course.

SILENT READING

The act of getting meaning from a page—reading—is a *silent thought process*, while oral reading involves getting the thought and expressing it aloud. Silent reading precedes oral reading and is absolutely essential to oral expression of thought.

In life silent reading is used daily. Outside of the schoolroom, people use oral reading very little, therefore the development of efficient silent readers is of first importance as a result of reading instruction. The school must develop a degree of efficiency in silent reading as high in speed and as complete in grasp of meaning as each child may be able to attain. This efficiency should increase from grade to grade, and includes ability to grasp the significant points of a thought unit whether this be an entire selection, a paragraph or a sentence, and to summarize what has been read, thus developing power not only to get thought but to select facts, to make comparisons, to draw conclusions and to pass judgments. It is imperative, therefore, that much time be given to continuous silent reading with constant consideration of the content read. Silent reading for pleasure, for the preparation of what is to be read orally, and to get meanings from the printed page with discussion and some oral reading for the clarifying of ideas, should be a part of the work of every grade. Work in silent reading is begun in the first grade and the amount of time devoted to it gradually increases until in the fourth grade and the grades above over fifty per cent of the reading time is given to silent reading work. Teachers are urged to use and adapt the silent reading exercises given for each grade.

ORAL READING

The main purpose of the work in reading is to teach children how to get meanings from the printed page. Our next purpose should be to develop the ability to interpret the thought of the page by reading it intelligently and effectively aloud. Emphasis in teaching oral reading must be on meanings.

Effective oral reading is dependent upon the conscious grasp of the thought and feeling of the author. This conscious grasp of meaning and emotion comes as a result of the silent reading of a selection, and the interpretation and discussion of the thought which should precede the oral reading. There

can be no intelligent oral reading until the child himself understands fully the meaning of what he reads, and has been stirred by the emotions of the author. He must feel the rhythm of the poem he is reading and understand its meaning. He must live over the events in a story, at times becoming one of the characters himself. Then good expression will usually come naturally. Natural, childlike expression is all that is asked. Smooth fluent reading is dependent on thorough understanding of the thought, correct enunciation, and clear articulation.

To secure expressive reading, the teacher's questions should be directed toward making the thought of the story clearer. She should ask about the events, the characters, their conversations, and why they acted and spoke thus. When the lesson consists of a poem, her questions should deal with its meaning. She should lead the children to see the poet's pictures, to enter into the emotions of the poem, and to be conscious of its rhythm. Instruction in reading must go beyond catching ideas from words and thoughts from sentences. The meaning of a paragraph should be made clear. To go further, the child must be led to understand the selection as a whole and the relation of its parts.

If the child is required constantly to read at sight, or with little preparation as to thought and word mastery, lesson after lesson, teachers need not look for expressive oral reading. Increased use of silent reading and discussion of meanings as a preparation for oral reading will materially help the child to read with expression. The child himself is conscious of the necessity of thorough understanding and word mastery before he can give pleasure to others by oral reading. Watch how accurately he interprets a story when the central thought is clear to him or when he relives the story. Notice with what fine intonation and voice modulation he manifests the touch of kinship for the characters he likes, when he reads selections the meaning of which he understands thoroughly and when the fear of stumbling over hard words has been removed.

The child's growth in ability to read well is increased by his experience with people and events, by his mastery of the mechanics of reading, and to a large degree by the success of his previous efforts at pleasing interpretation. The teacher's praise of a successful effort lends encouragement.

The quality of oral reading may be judged by the following standards:

1. Ability to express thought intended by author.
2. Enunciation.
3. Inflection and expression.
4. Quality of voice.
5. Poise.

In the primary grades oral reading receives the greater emphasis. This is the time to learn to read orally. The development of ease, smoothness and fluency in oral reading means ability to recognize in large units of meaning at a single eye pause. The child's oral reading indicates the kind of eye-movements he is using. If he is a repeater, a slow reader or a word by word reader he has not developed good eye-movements. Such habits must be broken up through practice in quick recognition of words and phrases. Drills in phrase flashing must be given.

Oral reading should be used in all grades to interpret literature both prose and poetry, for these can only be truly and fully appreciated by reading aloud. Poetry should always be read orally for its appeal is to the ear and the rhythm contributes to the understanding of the meanings and emotions portrayed.

Motivation is a large factor in oral reading and reading in real audience situations should be systematically planned. But we must not forget that great good comes to the children when together, in their regular reading lessons, they make a study of the same selection. Here through the common experiences of the group a fuller conception of the meaning results and mutual understanding and sympathy are enlarged. And as the child's personality finds expression in what he reads, the oral reading serves a valuable purpose in "developing courage to voice one's thoughts and effectiveness in doing so."

For audience reading see Stone's *Silent and Oral Reading*.

EYE MOVEMENTS

In reading the eye makes a series of quick movements with very brief intervening pauses. The actual reading takes place only during the eye-pause or act of fixation. The most efficient reading is done by those who make few pauses. The important thing then is to develop the ability to recognize longer and longer units of reading matter within a single eye pause. In efficient silent reading the eye makes few pauses and stops at very regular special intervals. In oral reading there are more pauses to the line and they come at quite irregular intervals. Therefore, over-emphasis on oral reading above the third grade seriously interferes with the development of habits of skilled silent reading.

The development of the proper eye-movement habits is one of the most important problems of reading instruction. Suggestions and exercises to use are given in the outlines by grades.

READING VOCABULARY

Words are of relative value in their importance in a child's reading vocabulary. There are some words which occur in a selection being read, but which are not likely to be met again. Such words should receive only sufficient emphasis to secure recognition at the time they are needed. While there are other words which will be met every day, they occur and recur constantly in the literature read by children and should become permanent possessions. Such words constitute the child's fundamental reading vocabulary. They need thorough teaching, resulting in immediate recognition wherever seen.

In this course in reading a fundamental reading vocabulary for each of the first four grades is recommended—words to be recognized readily both singly and in reading material.

A list of the ten thousand words which are found to occur most widely in literature for children* has been compiled, divided in the first five hundred in importance, second five hundred, etc. This list will prove a helpful guide to the teacher in giving the importance of words to be taught. It is suggested

*The Teacher's Word Book, Dr. Thorndike, Columbia University, New York.

that the thousand commonest words in this list be used for building up the third grade vocabulary and required as a definite attainment in the fourth grade. This list is given in section V of this bulletin.

Vocabulary growth should be a part of the work of every grade and suggestions are given throughout the course.

THE READING COURSE

The attainment of the results given on page 23 for a well planned reading course with an abundance of simple, interesting, worthwhile material. The course in each grade includes:

1. The Regular Reading Work.

Time is given to an intensive study of the basal books. Difficulties are mastered and advancement achieved.

2. Supplementary Reading.

Many sets of easy books are used. The work includes, (a) the rapid reading of easy, simple books and selections for pleasure, (b) lessons in appreciation, (c) audience reading, (d) the oral reproduction and discussion of selections previously read silently, and (e) training lessons in silent reading. Sets of books should be owned by the school or sent out from the superintendent's office.

3. Reading from the Grade Library.

Here the child finds his greatest pleasure in reading. The books are used for: (a) reading when work is finished; (b) reference reading related to school subjects; and (c) home reading—a regular course is carried on. In every grade there should be a grade library and a short period each week used to interest pupils in reading. Call this "the library hour." In each grade outline definite suggestions and attainments in reading from the library are given. When the child completes the elementary school the reading of at least twenty-five worthwhile books—some in each grade—should be accomplished as part of the required course. Thus we develop the library habit.

MATERIAL

From the first grade to the last "the best expression of the best thought" must be given to the children—should take precedence over anything second rate. In the primary grades, even in the beginning weeks, the content must have literary quality and vitality of appeal to the child's interests.

The course for the first three or four years must give the child nursery rhymes, tales and jingles; fables and cumulative tales; myths and legends; animal stories, simple pioneer and Indian tales; Bible stories, Robinson Crusoe, nature stories, simple biography; much lyric poetry and some of the simpler heroic narrative or ballad poems; an abundance of fairy tales and many stories which bring to mind the child's relation to the family and to the life of which he is a part.

*"In the grammar grades the material must be worthwhile in that it makes a universal appeal. There should be much poetry; nothing serves better than poetry as a transmuter of ideas into ideals. Every sort of literature is

*St. Louis Course of Study for 1919. Used by permission of the St. Louis Board of Education.

proper to these years—epic stories of adventure and romance ancient and modern, the great mythic cycles, lyric poetry, drama, Bible selections, general prose literature including biography, history, romantic fiction, appreciation of nature, animal tales, stories of industrial development and of industrial heroes—everything of a significant import. There should be very much in the course for extensive reading, covering a variety of interests, fitted for rapid perusal and fairly easy grasp of idea, whose spirit or story or information may be caught as a whole, and appreciated and critically scrutinized as a whole. Much of it, with a content that repays thoroughness of study and discussion, that challenges thought, rouses emotion, and vitalizes ideals, should be subjected to intensive study.

THE TEACHERS' PART

It is in this field that the teacher has one of his best opportunities to inhibit undesirable development of individual character, to fan ambitions, eliminate unwise choices of taste, clear up ethical mists, in short, to render the most intimate service without having to intrude past the threshold of personal reserve which often is guarded so jealously.

There are no limitations to the possibilities of the medium. The limit is set by the teacher's own lift of ideal, sincerity and vitality of emotion, catholicity of sympathy, and degree of spiritual insight—all the elements that determine the teacher's index of appreciation."

READING TO CHILDREN

Since our ultimate purpose in teaching children to read is to give them a love for real literature, there should be a great deal of reading to the children by the teacher throughout all the grades. Regular periods are to be given to the work, for love of literature comes only from first-hand contact with the world's masterpieces. In his own reading the child catches but a glimpse of the treasures that are truly his, and so the teacher gives him a broader knowledge of these delightful classics. She discloses the joys of the printed page, thus stimulating the desire to read. The course includes stories, poems and worthwhile books. The stories may be selected with special aims in view. A story may be chosen because it bears on a poem or reading lesson to be taught or because it lends itself to dramatization, or it may embody some truth to be brought home to the class. The books to be used should be included in the school library. Pupils may often ask for old-time favorites to be reread, or they may themselves contribute by bringing books from home for the teacher to read. The children pass judgment on the stories read, and express personal choice, and this preference should often guide the teacher in her selection of stories to read. As a result of reading to children, it very often happens that some child desires to possess a volume of his favorite stories, and thus he lays the foundation for his own little library, whose treasures may gradually be increased through the years and whose value to his life can scarcely be estimated.

Children need to hear oral reading of a high standard. A teacher should learn to read well. She must remember that her reading is the standard for the class. Imitation plays an important part in the child's life. The

teacher must be truly a lover of children's literature. Interpretation of another's thought aloud demands appreciation and understanding of meanings and a sensitiveness to the spirit and mood of a selection. A well modulated voice and a simple unaffected manner should be the teacher's aim.

STORY-TELLING

Teachers should become good story tellers, for story-telling is one of the best means of awakening in children the love of literature. Fortunate indeed are the children whose teachers give them this pleasure. As the love of the story grows it becomes a vital motive on the child's part for learning to read, which he looks upon as the pathway to more stories.

The oral reproduction and discussion of the stories read by the children is used constantly in the work in reading and is an essential part of the preparation for the oral reading of a selection.

POETRY

One of our ultimate objectives is the development of a permanent interest in reading poetry. This can only be accomplished by an enjoyment of poetry by the child as it is given to him in his school life. To arouse such enjoyment calls for teachers who are not only familiar with and appreciate good poetry, but who know how to teach poetry.

Our course includes poems to be memorized, poems to be read to the children, and the reading and study of the poems found in the children's reading books. The poems for memorizing are given in the language course with type lessons and suggestions as to the method of presentation. The lists of poems suggested for reading to the children are given in the reading course in the outline for each grade. The method of presenting them is the same as with a poem to be memorized. They are to be enjoyed and appreciated with opportunity given the children individually for full expression of choice and response to poems making special appeal.

The reading and study of the poems in the children's reading books should find this same joyous response, pleasure and understanding. To insure such a response is the teacher's first duty and calls for careful planning for the teaching of each poem. The music and rhythm of a poem must reach the child's ear and the message and pictures must stir his imagination and emotions. For this reason the child's first contact with a poem should be with the teacher. Both in the primary and grammar grades the pupils need to study poetry with the teacher. Since the appeal of poetry is first to the ear a poem found in the grade reader should be read to the children by the teacher, then studied and enjoyed in class. Only in the case of the simplest selections or occasionally in the grammar grades, after years of study of poetry with the teacher has laid a foundation for the work, should children be allowed to study a poem alone. Even then ample preparatory work should be done with the teacher to insure pleasure and understanding as the child reads and studies the poem.

In teaching the poems in the grade readers the following steps are suggested:

1. Preparation—(1) building up the setting for the poem, (2) clearing away difficulties, and (3) giving the motive for finding the thought, and understanding the meaning of the poem.

2. Presenting the Poem—The entire poem is read to the class by the teacher, in order that the music of the poem may make its appeal and the thought be grasped as a whole before it is studied in detail.

3. A Study of the Parts—Reading and discussing the thought in response to questions thus (1) building up the main pictures with their supporting details, and (2) discovering the meaning of the whole.

4. Reading the New Whole—The children are now ready to read the poem aloud. This oral reading of the poem becomes the expression of thoughts understood clothed in words whose music reaches each listening ear. One pupil may read the entire poem or it may be read by several children, each child reading a "picture" or "scene." Another time each child may select his favorite thought and read this part to his classmates. Let the lesson close with the teacher's reading of the whole poem, thus she gives the children a full expression of the author's thought, deepening the impression and kindling a greater appreciation.

In the outlines by grade several type lessons with poems from the grade readers are given.

DRAMATIZATION

Dramatization, freely and simply done, makes the reading experience more truly the child's own as it vivifies the meanings and calls for free expression. If the teacher is enthusiastic and remembers only to direct and suggest, allowing her pupils to do the acting, the work in dramatization will be a source of pleasure and yield splendid results as a means of expression. Parts are assigned or chosen, scenes planned, and the little actors enter their make-believe world and play the story, speaking and acting freely for the characters they represent. There should be no effort to have the exact language of the story used; the child is free to give his own interpretation and expression. There need be only adherence to the facts and spirit of the original.

Dramatization plays an important part in securing expressive oral reading. It is the natural outgrowth of story-telling and becomes a basic motive for reading. Dramatization may be a preparation for the reading lesson. When children dramatize they understand the ideas and feel the emotions of the story. Having had this experience, they are ready to read the same story with understanding and feeling, which means with convincing expression. Again, dramatization may come as the culmination of the reading lesson. After a story has been read, preparations are made to dramatize it. Suggestions and questions by the teacher guide the children in their plans.

As the classes advance in reading, they arrange the dramatizations of the stories with little or no help from the teacher. Here individual interpretation, freedom, initiative and originality of expression grow.

There must be no effort on the teacher's part for a finished product. There should be given during the year opportunity for all pupils to take part in the work in dramatization.

READING LESSON PLANS

While there is no "hard and fast" plan of procedure in the assignment and conduct of a reading lesson and while the method should be determined largely by the nature of the selection and by the needs of the class, there are certain factors which should be present in a well conducted reading lesson. These are:

- | | |
|------------------|-----------------------------|
| 1. Motive. | 3. Consideration of Values. |
| 2. Organization. | 4. Initiative. |

MOTIVE.

The first factor *motive* is the aim, purpose or interest that impels the child to action. This means arousing the child's interest through a definite problem given in the form of a question or questions, which the child desires to answer, and which he feels able to answer by reading the selection. Almost every story or poem has a central theme or point about which the different parts are organized and so the teacher gives a motivating question in the light of which the child reads to understand the story and find the central thought.

ORGANIZATION.

Organization requires the grasping of the large ideas in a selection and the arrangement of the supporting details in their proper sequence. Through questions and reading a definite outline of the story or poem should be worked out showing the larger divisions and the relation of these divisions to the whole.

CONSIDERATION OF VALUES.

Certain facts in a selection are more essential than others, and so through questions the opportunity is given to the children to weigh and consider the relative value of the facts. In this way the difference between essentials and details is made clear.

INITIATIVE.

By the fourth factor, *initiative*, is meant the reaction of the child, the independent thinking done, as he considers the meaning of the selection as a whole and the uses he will make of it. In life, initiative is one of the traits of character most highly to be desired and really good teaching always provides for independent thinking on the part of the pupil.

THE PREPARATION OR ASSIGNMENT

In addition to planning for these factors, the teacher needs to decide how she will prepare the class for the lesson. This preparation may be three-fold:

1. INTELLECTUAL PREPARATION.

Give the class a few facts about the lesson as to the time, place and the cause of the incident. The intellectual preparation should be short and direct to the point. Only those facts should be brought out which will help comprehension and arouse interest in the content.

2. EMOTIONAL PREPARATION.

Arouse the desire to read the lesson. The following ways are effective:

By showing pictures (an appropriately selected picture can always arouse the emotion that should predominate in the reading lesson.)

By relating some scene in the story.

By telling about some character in the story.

By relating the thought of the story to some experiences of the class.

By relating some similar incident.

By giving the *motivating questions* to which the students find the answers in their silent study of the selection.

By asking the class to write out, after they have studied the lesson silently, questions to ask each other.

3. MECHANICAL PREPARATION.

In the assignment only the meaning and pronunciation of those new words is made clear, upon which the understanding of an entire paragraph, sentence, or phrase absolutely depends and the meaning of which the student cannot get from reading the lesson. Words should be taken up in context and their meaning be given in relation to the thought of the sentence or the story.

MECHANICAL DIFFICULTIES

From the lesson plans given in this course of study it will be seen that only those word difficulties of meaning and pronunciation which are absolutely essential to the thought and which the child can not get as he reads, are presented in the preparation or assignment period. Other difficulties are met in the context and the child's power to get words through the context and ready use of phonics gives him mastery over them. Then the meaning and thorough understanding of these words becomes clear in the recitation through the discussion of the thought of the selection. Later certain words and phrases may be given special attention and drill, as needed. As the teacher works out her lesson plan she notes carefully the words and phrases likely to need attention.

TYPES OF READING LESSONS BASED UPON CHARACTER OF WORK

The study recitation.

The silent reading lesson.

The appreciation lesson.

The dramatic reading.

The dramatization.

The sight reading lesson.

The drill lesson.

The presentation of individual and group readings.

For detailed discussion of above, see "Reading in the Primary Grades," and "Types of Teaching"—*Houghton-Mifflin Company*, New York.

MEASUREMENT OF READING ABILITY

The general purpose of giving standardized tests is to furnish a basis for improving instruction in teaching children to read, for there are wide individual differences in reading achievement. Knowledge of how the children in a given grade compare with the standard for the grade as given in a standardized test is essential to the teacher (1) in revealing individual weaknesses in rates of oral and silent reading, knowledge of vocabulary, ability to gather thought from the printed page and ability to read orally; and (2) in accurately checking the results of her teaching.

With the knowledge of individual needs at hand the teacher groups the children and plans the remedial work, for the important part of our testing program is the use we make of the results and the follow-up work or remedial measures that we apply on the basis of the conditions we find through the use of the tests. For this reason it is suggested that tests be given in the fall to show the speed and accuracy with which the pupils read and to help teachers locate definitely the individual needs of their pupils.

The use of these tests enables the teacher to distribute her time and energy to the best advantage in bringing each pupil up to a maximum achievement in relation to his individual ability. The use of the tests in October and January enables teachers to measure the progress of the individual pupils and the progress of the class as a whole and to determine the relative efficiency of the various devices and technique which they have been using to accomplish the desired results. Promotions are being determined more and more at the present time on the basis of recorded facts rather than wholly on the teacher's judgment.

The teacher in each grade can determine in a crude way the speed with which children read by counting the number of words read in a given time. This method, however, does not test the children's ability to comprehend what they are reading, and should be supplemented by having children answer questions on the content of material read.

Tentative standards for speed in silent reading have been determined by Mr. Courtis. A child in any grade should be able to read simple prose at the rate indicated for the several grades, and to reproduce 50 per cent of the ideas in a 400-word passage after one reading at the following rates:

| | |
|----------------------------------|----------------------------------|
| GRADE II.—84 words per minute. | GRADE VI.—191 words per minute. |
| GRADE III.—113 words per minute. | (Courtis) |
| GRADE IV.—145 words per minute. | GRADE VII.—216 words per minute. |
| GRADE V.—168 words per minute. | (Starch) |

The time is fast coming when success in the teaching of reading will depend upon scientific knowledge and skill in developing the right attitudes, habits, and abilities. The intelligent use of standardized tests is one of the first steps toward attaining this goal. The important part each teacher plays is in the careful diagnosis made of individual cases and the skill with which she applies remedial measures. For suggestive remedial work see Section XI.

Some of the most representative types of standardized tests are listed below:

Haggerty Achievement Test in Reading, Sigma I, for Grades 1-3, *World Book Company*, Chicago, Illinois, \$1.40 per 25. Sigma I, in addition to being a test of reading ability, is also a good measure of general intelligence.

The Thorndike-McCall Reading Scale, *Bureau of Publication*, Columbia University, New York.

Thorndike's Visual Vocabulary Scales, *Bureau of Publication*, Teachers' College, Columbia University, New York City.

Courtis' Silent Reading Tests, No. 2, Grades 2-6, *Public School Publishing Company*, Bloomington, Illinois, \$2.50 per 100. This test is designed to measure the ability to read silently and understand a simple story, and simple questions about the story. The measure of their understanding of the story is expressed in terms of the number of questions answered and the index of comprehension. The number of words read per minute is obtained from the first part of the test, and is a measure of the pupil's rate of reading.

Gray's Oral Reading Tests, 80 cents per 100, *Public School Publishing Company*, Bloomington, Illinois.

Individual Tests—Gray's Silent Reading Tests, *University of Chicago Book Store*, Chicago, Illinois.

REFERENCES:

The Child's World Manual.

The Reading Literature Manual.

Measuring the Results of Teaching, chaps. I, II, and III. *Monroe. Houghton-Mifflin Co.*, New York.

How to Measure in Education. *McCall. Macmillan Co.*, New York City.

How to Measure. *Wilson and Hoke. Macmillan Co.*, New York City.

Stone's Silent and Oral Reading. *Houghton-Mifflin Co.*, New York City.

Eighteenth Year-book, Part II, Nineteenth Year-book, Part I and Part II. *Public School Publishing Co.*, Bloomington, Ill.

Twentieth Year-book, Part II. *Public School Publishing Co.*, Bloomington, Ill.

Remedial Work in Reading. *Elementary School Journal*, November, 1920; December, 1920; January, 1921. *University of Chicago*, Chicago, Ill.

Formulation of Method in Reading. *H. A. Brown, Journal of Educational Research*, June, 1920.

Classes for Gifted Children. *Whipple. Public School Publishing Co.*, Bloomington, Ill.

READING

Section II

PRIMARY GRADES

Adopted Texts for Primary Grades

The State Board of Education adopted both the Reading Literature Series (Primer, First, Second, and Third Readers), and the Child's World Series (Primer, First, Second, and Third Readers), to be read in the first three grades, and schools may use either series first. However, the Text-book Commission recommended the Child's World Series as the first basal books for use in all the schools of the State, and this course in reading is planned in accordance with the recommendations. But any school that prefers to use the Reading Literature Series first is permitted to do so. The guiding principles, grade attainments, and materials would be the same throughout the course. For details of method, however, teachers may follow the outlines given in the new Teacher's Manual for this series.

Manuals

All teachers will find helpful suggestions and valuable material in: The Child's World Manual. *Johnson Publishing Company*, Richmond, Va.; The Reading Literature Manual. *Row, Peterson & Co.*, Chicago, Ill.

Special Equipment Which Greatly Helps to Make the Work Successful

1. *Pictures.* Pictures for introducing the first stories are needed. These may be cut from a primer and mounted for class use, or the large pictures on the chart may be used.

2. *Sentence Strips.* (1) There should be a strip containing each sentence in the first story. The teacher can easily print these sentence strips with a price and sign marker on long strips of manila cardboard. A price and sign marker is an essential part of the equipment for primary work. This may be purchased from Milton Bradley Company, Atlanta, or A. Flanagan Company, Chicago. (2) Strips containing sentences, selected because they occur frequently or because of their wide general application, for use with the other primer stories, and with the First and Second Readers, will be found very helpful. (3) Strips containing action sentences give needed practice in grasping meaning and then performing the act.

"Plymouth Chart Rack." This rack consists of a long sheet of paper with horizontal ledges or grooves, into which the strips can be easily inserted even by the children. It may be purchased from The Plymouth Press, 6749 Wentworth Avenue, Chicago, for \$4.00.

3. *Phrase Cards.* These cards include lines of nursery rhymes and those phrases most frequently needed in the child's book reading, especially the basal primers. Phrase cards for use with the primers may be purchased from the publishers, or they may be made with a price- and sign-marker.

4. *Word Cards.* Primer word cards may be purchased from the publishers or made by the teacher. Word cards for the first readers and other books can be made as needed, or secured from the publishers.

5. *Phonic Cards.* Cards with the sight word, from which the sound is learned on one side, and the sound on the other side may be made by the teacher or purchased from the publishers.

6. *Blackboard Markers.* The teacher should make several markers of strips of plain, heavy manila cardboard about 3x20 inches in size. Pupils and teacher should hold these strips under the sentences read from the blackboard and the chart, instead of using a pointer.

7. *Children's Markers.* In the reading from the primer each child should have a small cardboard marker, about four inches long and one inch wide, to hold under a sentence. This is held still under the line, *not* moved along under each word. In this way pointing to each word is avoided.

8. *Charts.* Charts used to supplement the blackboard reading of the first stories will be found most helpful, because they give adequate provision for group work in interpretation of the picture and in reading.

9. *Seat work—Word Cards.* Sheets of manila cardboard containing the words of the stories in the primer may be made with a hektograph or purchased from the publishers. These are then cut apart, and the words for a page put in an envelope. The child makes the group of sentences on his desk, using the blackboard, the chart, or the primer page as his guide. Later the children may use the words to make original sentences. Sheets of word cards for groups of sentences in the other books may be made. Sheets of word cards for general use may be obtained from A. Flanagan & Co., Chicago, or Milton Bradley Co., Atlanta, Ga.

10. *Bulletin Board.* A "Line for the Day" makes attractive incidental reading matter thumb-tacked on a bulletin board. Mother Goose rhyme pictures, health posters, and pictures from magazines illustrating activities and experiences of the children and bearing attractive titles or sentences printed in large letters by the teacher may also be used. The surface of the bulletin board may be of cork or felt or a portion of the blackboard may be reserved.

Grouping Children

Children should be grouped according to ability and progress. First, we find the group which makes rapid progress in learning to read, and who need but the teacher's guidance and encouragement in their advancement. Then there is the group which makes steady progress day by day. The third group consists of the slow readers who call for the teacher's best efforts and attention, and whose foundation in the first three grades determines all future progress. Group and regroup the children as they develop ability and make progress. The use of standard tests will greatly help in making the groups.

FIRST GRADE

The work for the grade is given under the following heads:

1. Ultimate Objectives and Grade Attainments, With Means Suggested for Accomplishing Them.
2. Material and Minimum Number of Books to be Read.
3. Pre-Primer Reading.
4. Book Reading—Primers.
5. Word Mastery, including: (1) Reading Vocabulary, and (2) Phonics.
6. Reading Lessons—First Readers.
7. Seat Work.

The grade attainments and minimum number of books to be read are given as the standard of achievement for the grade. The underlying principles throughout the course should guide the teacher in her work.

A definite progressive method of procedure has been given so that teachers of little experience may have a detailed plan to follow. To teachers of experience the methods outlined are meant to be suggestive. They should feel free to use or adapt these as they think best to meet the needs of their pupils.

In the course here outlined the Child's World Primer and First Reader are used as the first basal Primer and First Reader. Intensive work in the reading of these two books furnishes the child's fundamental reading vocabulary. The work in phonics for the year is also based on these books. The other two basal books—the Reading Literature Primer and First Reader—and all supplementary books, would be read for content, pleasure, and practice, *not* for method.

Several sets of supplementary Primers and First Readers should be owned by the school (or provided from the superintendent's office) ready for use by the children. It is essential to have an abundance of easy supplementary material for practice and pleasure reading to insure the fixing of the child's reading vocabulary, and to establish the right reading attitudes and habits. Fluency can be attained only through much practice in reading simple interesting material.

Lists of books are given in each grade under the head, "Material."

TIME ALLOTMENT.

Reading (including reading periods, word drills and phonics)—sixty minutes daily.

Related Seat Work—two or three periods daily.

ULTIMATE OBJECTIVES AND GRADE ATTAINMENTS WITH MEANS FOR ACCOMPLISHING THEM

There are certain permanent results that should come from the entire course in reading—certain permanent interests and abilities to be developed, and habits to be established—and the work of each grade should definitely contribute to the accomplishment of these objectives.

The four ultimate objectives of the entire course and the grade attainments under each objective, with means for accomplishing them, are given first in the outline of work for the grade, in order that the teacher may have before her the definite results to be accomplished during the year. These are set *as the standard of achievement* for the year's work, and together with the minimum requirement in the number of books read should be made the basis of promotion. Every week and every month the teacher should ask herself the two questions:

1. Is my work bringing about these results?
2. What is the progress of each child along these lines?

I. PERMANENT INTERESTS IN READING

Attainments

1. A love for the simple child classics read, and enjoyment of them in the reading work.
2. The desire to read for pleasure and the beginning of the habit of doing so.
3. Pleasure in reading to an audience.
4. Thorough acquaintance with a number of stories and poems of real worth.

Means

1. Tell interesting stories and recite poems. If possible show illustrations.
2. Read simple stories and poems, and ask children to give content.
3. Read stories from approved books brought from home by children.
Encourage children to bring their own attractively illustrated story books, to be enjoyed by the whole group.
4. Have children memorize good short poems. Later have some of them read from the board or books. Make sure the children *enjoy* the poems in their Readers.
5. Use many Primers and First Readers, the content of which is interesting and worth while from a literary standpoint.
Lead children to feel that reading furnishes delightful experiences, so that they will turn to books with joy.
6. Have permanent place in the room (book-case and table) where simple, attractively illustrated books are accessible for reading, when work is finished, and for home reading, thus creating a love for books. Let pupils feel free to select books which especially attract them. Call this the grade library.
7. Read to the children regularly not only to interest them in reading, but to give them samples of good reading.
8. Encourage children to observe street signs, safety signs, billboard advertisements, etc.
9. Make simple printed sheets about a common experience, etc. Call this a newspaper to bring use of newspaper before children.
10. Reserve portion of the blackboard as a bulletin board. Place here simple directions for the day or simple notices of special occasions.
11. (a) Have children make scrap-books, covering topics discussed in conversational lessons, as articles of furniture, wearing apparel, animals, etc.
(b) Encourage children to make a booklet containing their own work in connection with holidays or special occasions; or illustrating story read or told. Teacher print short sentence, suggested by child, describing each illustration. Also print title on cover of booklet.

II. ECONOMICAL AND EFFECTIVE STUDY HABITS

Attainments

1. Ability to follow simple written and printed directions.
2. Ability to reproduce the thought of selections read.

Means

1. Teacher read story already familiar to the children. Stop at frequent intervals and have the children tell the next thing that happened.
2. Teacher or child repeat rhyme, which has been memorized, and have child or entire group supply rhyming words.
3. Have children reproduce in their own words poem or story.
4. To gain power in reproducing the thought, have children read nursery rhymes and familiar short stories.
5. Have children read *silently* units of varying lengths, either for the purpose of reproduction or to find answers to questions.
6. Have action sentences and commands read silently and then carried out.
7. Have children read silently, either printed or written directions, for occupational work, duties, etc., and follow them *accurately*.
8. Have pupils read questions silently and give answers orally.
9. Stimulate child's interest in a selection by having him recall a past experience which is related to the material being read.
10. Lead children to find important idea or ideas of a selection.
11. Lead children to observe sequence of important ideas.
12. To train in the ability to retain the thought, have children reproduce story read the previous day.
13. Have children select words, phrases or word groups from the sentences in material read.
14. Write brief descriptive sentences about a pupil or an object, and have the children guess who or what is described. This may apply to pictures or stories as well.
15. Give dramatization and picture study a prominent place in thought-getting. Secure variation in the dramatic presentations by suggestive questions. In dramatizing simple rhymes and stories occasionally use cards to designate objects and characters.
16. Have children read aloud descriptive parts of story, while others dramatize parts containing conversation and action.

III. THOROUGH MASTERY OF THE MECHANICS OF READING

A. SILENT READING

Attainments

1. Ability to get the meaning from material given at blackboard, in Primers and First Readers.

Means

1. Begin silent reading in the first year with a small amount of time devoted to it. The greater emphasis should be placed on oral reading. Use silent reading for preparation of what is to be read orally.
2. Provide short periods for the silent reading of action sentences and commands. Label articles of furniture, pictures, etc.

3. Use many drills and games with short phrases and flash-card exercises.
4. Have nursery rhymes and pictures pasted or printed on cards. Have strips containing phrases of the rhymes, which children match to complete rhymes.
5. To gain fluency and better rate, have pupils reread silently story previously read, or same story in a new version.
6. Have pupils reread some story previously read to find answers to questions, or another version of the same story to find differences.
7. Give children questions printed on slips, to be read silently and answered orally.
8. Use games with cards, on which are written the names of the children, the names of the days, months, members of the family, etc.
9. Discourage tendency toward lip movement in silent reading, in order that incorrect habits of reading shall not be developed.
10. Have children use "line markers." Allow no pointing to words with finger.

B. ORAL READING

Attainments

1. Ability to read with *ease* from First Readers and books of first grade difficulty.

Means

1. Devote time to reading more difficult advanced material (intensive type—basal Reader) and time to the reading of easy, long units, for rapid sight reading and enjoyment (extensive type—many supplementary Readers). Use silent reading in preparation for oral reading.
2. Have oral reading that children may connect known word with printed symbol, *reading for thought*, not merely the pronunciation or enunciation of words.
3. Have exercises to overcome the tendency to detach the articles "a," "an," "the," from the noun.
4. Write sentences on the board, one shown at a time. After short exposure, have children reproduce.
5. Use games with cards, on which are written the names of the children, the names of the days, months, members of the family, etc.
6. To increase rate teacher asks for certain words or phrases which the children find rapidly, then one child reads entire sentence orally.
7. Motivation should be a large factor in oral reading. Have oral reading in real audience situations.

C. WORD MASTERY

Attainments

Reading Vocabulary.

1. Ability to use the context as an aid in getting new words.
2. Ability to recognize readily, both singly and in sentences, the words of the first basal Primer and First Reader. Ready recognition of these words in new reading material.

Phonics.

First half year.

1. Quick recognition of the following sounds:

(a) All consonants; short vowels.

(b) ch, th, sh, wh.

| | | | | | |
|---------|------|----|-----|------------|-----|
| (c) all | ed | ee | ack | y (long i) | un |
| an | ay | ig | ell | ad | ill |
| at | ight | og | ing | en | et |

2. Application:

(a) Ready recognition of simple words containing these sounds.

(b) Ability to get new words in reading lessons by means of the sound of the initial consonant and thought of the sentence.

Second half year.

1. Quick recognition of the following sounds:

(a) Long vowels.

| | | | | | |
|---------|------|----------|----|-----|----|
| (b) ang | ick | ea (eat) | oo | ind | ai |
| ong | ock | ou | oo | air | aw |
| ank | uck | ow | ar | old | kn |
| ink | atch | ow | or | ace | |
| est | in | oa | ew | | |

(c) Blends—Recognition of those blends presented in the word-building exercises.

2. Application.

(a) Ready recognition of simple words containing the sounds listed above.

(b) The child should have made a beginning in using phonics independently to get new words in reading lessons.

Means

1. Aid of comparison. Word matched with word under known picture, or with word in a familiar sentence.
2. Knowledge of meaning of sentence.
3. Words recognized through resemblance to known words.
4. Secure instant recognition of words through drills and games.
5. Systematic course in phonics with opportunity for application to new words in reading lessons.

IV. ECONOMICAL AND EFFECTIVE USE OF BOOKS

Means

1. Encourage children to bring stories and pictures. Assemble these into a booklet for another grade or for an absent member of the class.
2. Develop on the board, stories of a few short sentences about a common experience, also descriptive stories. Afterwards print these stories on sheets and combine into booklets.
3. Have lessons on use, handling, and care of books, proper position, how to turn pages, order of paging, and exercises in finding given pages.
Emphasize the importance of clean hands.
4. As the children select books from the book-case or table, introduce the library idea.

MATERIAL

Pre-Primer Reading

1. Nursery rhymes.
2. Action sentences.
3. Incidental reading—based on the children's experiences.
4. Primer stories—the first two or three stories read from the blackboard.

Regular Reading Work

1. Child's World Primer.
Read this book intensively as the first basal Primer. When this has been completed read,
2. The Reading Literature Primer.
Read this book rapidly for content and practice. Then read,
3. Child's World First Reader.
Read this book intensively, as the first basal First Reader. After this has been completed read,
4. The Reading Literature First Reader.
Read this intensively for study and content.

Supplementary Reading

1. Story Steps Primer—*Silver Burdett & Co.*, Atlanta.
2. Story Hour First Reader—*American Book Co.*, New York.
(Additional Primers and First Readers of the following series):
3. Progressive Road—*Silver Burdett Co.*, Atlanta.
4. Merrill—*Chas. E. Merrill Co.*, New York.
5. Story Hour—*American Book Co.*, New York.
6. Natural Method—*Chas. Scribner's Sons*, New York.
7. Winston—*John C. Winston Co.*, Philadelphia, Pa.
8. Everyday Classics—*Macmillan Co.*, New York.
9. Riverside—*Houghton-Mifflin Co.*, New York.
10. New Barnes—*A. S. Barnes Co.*, New York.
11. Elson—*Scott, Foresman Co.*, Chicago, Ill.
12. Young-Field Readers—*Ginn & Co.*, New York.
13. Field Readers—*Ginn & Co.*, New York.

While the Child's World First Reader and the Reading Literature First Reader are being read, and during the rest of the term read two books at the same time, the basal book used daily, and an easy supplementary book read three times a week or oftener, at a special period set aside for practice and pleasure reading. For this easy rapid reading use at first "Story Steps Primer" and, if needed, additional Primers from the list given above. Later use "The Story Hour First Reader" and other easy readers and books of first-grade difficulty.

Minimum Number of Books to be Read in the First Grade (Eight Months Term)—Five.

- Two basal primers.
- Two basal first readers.
- One supplementary primer or first reader.

Grade Library

Books for pleasure reading—The books in the grade library are to be used for:

1. Reading when work is finished.
2. Audience reading.
3. Home reading.

Lists of books will be furnished by the State Department of Education.

Reading to the Children

Reading stories and poems to children is part of the course in every grade. It is suggested that at least ten stories and ten poems be used during the year.

(See Section XII, *Reading to Children*, for first grade list.)

PRE-PRIMER READING

During the first few weeks of school it is suggested that considerable pre-primer reading be given from the blackboard and from charts, using:

Nursery Rhymes.

Action Sentences.

Incidental Reading—based on the children's experiences.

Primer Stories—first two or three stories read from the blackboard.

PRINCIPLES*

Below are given helpful rules for teaching pre-primer reading.

1. *Initiate the correct reading attitude of trying to get meaningful and interesting experiences from printed material—not mere word calling.*
2. *Provide meaningful content.*—Simple action words or sentences, written on the board as commands, require the child to grasp the meaning before he can perform the action. Nursery rhymes, incidental reading based on the children's experiences, and the favorite stories of childhood provide reading material full of meaning and rich in content.
3. *Create a desire to read through delightful interesting content.* Lead the children to feel that reading furnishes delightful experiences, so that they will turn to books with the same joy and zest that they enter into games or listen to a story.
4. *Proceed analytically from the whole story to sentences and phrases and then to individual words.* The plan for teaching beginning reading includes the following steps:
 - (a) Telling of the complete story or rhyme by the teacher.
 - (b) The story is retold by the children through conversation, picture study and dramatization. The children build up the story in thought units or they memorize the rhyme.
 - (c) Reading the story by units from the blackboard—each unit a complete whole.

The children compose orally a complete unit of the story in the exact words in which it is to be read. The sentences are developed through questions. The children give the teacher these sentences to write on the board. The entire unit is then read as a whole by the children in response to questions.

*Sentences in italics are from *Parker's "How to Teach Beginning Reading."*

- (d) Recognition of sentences. The children learn to recognize as wholes the sentences in the unit. This practice in reading complete thoughts helps to establish at the very beginning the attitude of reading for the sake of getting meaning.
 - (e) Drill on reading phrases. Recognition of phrases through games and drills trains the child in the all-important habit of reading in large units of meaning and not by words alone.
 - (f) Learning the words. Word recognition is the next step. The child must become thoroughly familiar with the individual words (as sight words) in order that he may use them whenever they appear in his reading. Games and rapid drills are the means used.
5. *Secure a single objective center for the attention of all pupils by beginning with blackboard and chart reading.* Free and skillful use of the blackboard in presenting the first lessons is essential. When blackboard reading is followed by reading the same stories from a chart adequate provision is made for directing the attention and interest of the children as a group.
 6. *Provide a special equipment of charts, cards, pictures, legends and a bulletin board to facilitate reading practice.* Sentence strips, phrase and word cards are important aids in teaching. They are the material used in the games through which the necessary drill is carried on. An abundant use of pictures interpreting the rhymes and stories greatly aid in bringing vividly before the children the events and characters in their early reading.
 7. *Organize interesting activities, particularly games, to secure the attentive repetition needed to give automatic skill in the elements of reading.* Games, the delight of childhood, are the means used throughout the grades for establishing effective, instant recognition of phrases and words.
 8. *Master the technique of conducting drill games.* It is essential that the teacher be skilled in conducting these drill games with alertness, rapidity, variety and a definite purpose in mind.
 9. *Group pupils according to their natural talent or advancement in reading and give special attention to the slow learners.* Group and regroup the children as they make progress.
 - (a) There will be the group of bright children who under the teacher's guidance make rapid advancement, learning to read with ease.
 - (b) The second group consists of those who make steady progress from day to day.
 - (c) Then we find the little slow group of learners who from the very beginning must be given individual attention, intensive, repeated and varied presentation of lessons, an abundance of drill and much practice with very easy material. Each day's lessons must be but a slight advance over the day before and every effort and every forward step must be encouraged. Their progress will be gradual, but to lay the foundation with these little children calls for the teacher's greatest skill and patience.

NURSERY RHYMES

These furnish delightful pre-Primer reading lessons. Below are given some lessons with the rhyme:

"Jack be nimble,
Jack be quick,
Jack jump over
The candlestick.

Learning the rhyme. The attention of the class is centered on a picture of the rhyme. Through conversation the story is built up and the rhyme repeated.

Playing the game. A candlestick is provided and the children play the game of jumping over it, meanwhile becoming more familiar with the rhyme. Later on, at the blackboard, teacher and pupils draw candlesticks, letting curved lines represent Jack as he leaps over. The rhyme is recited as the children draw.

Pupils give the rhyme to the teacher to write on the blackboard. The teacher writes as the children tell her what to say. Then the rhyme is read as a whole by the class, and individually.

NOTE.—The use of script is recommended. In most instances when printing is used the child has to learn three forms—real print, the teacher's print, and finally script. Children make the transition from script to print readily through the use of the chart, sentence strips, phrase and word cards.

Recognition of lines. Through questions, games and drills the different lines and phrases are read, and soon become familiar.

Learning the words. Finally the children learn the words. Many games and drills are played to insure instant recognition.

Use other favorite rhymes in the same way as "See-saw"; "A, B, C, Tumble Down D"; and "Jack and Jill."

ACTION WORDS AND SENTENCES

(a) Game. The action words *run, hop, skip, jump*, are written on the board. One child stands in the corner with his eyes closed; another child runs to the board and points to the word "hop," whispers it to the teacher, and hops to his seat and says, "Ready." Then the child in the corner says, "I heard you hop," and goes to the blackboard, pointing to the word "hop." And so the game continues.

(b) The following action sentences written on the board or on cards held before the class are read silently and then carried out by the children.

| | |
|-------------|--------------|
| Run to me. | Blow a horn. |
| Come to me. | Sing a song. |

(c) Sentences and phrases written on the board may be read silently, and illustrated at the blackboard by the children, as:

The bird is in the tree.
Mary has a doll.

Excellent suggestions are found in the Child's World Manual.

INCIDENTAL READING

The exercises given below are suggestive.* The lessons used will grow out of the children's experiences.

THE FAIR

(1) *At the Fair*

We went to the fair.
We saw some cattle.
We saw some kewpie dolls.
We threw balls to get them.
We saw an aeroplane.
It did tricks up in the sky.

(3) *The Hand Organ*

We saw a man and a monkey.
The man had a hand organ.
It made music.
The monkey danced.
We gave the monkey a penny.
He put it in his pocket.
He made us laugh.

(2) *Ice-Cream Cones*

We saw some ice-cream cones.
A man sold them.
We bought some.
They cost ten cents.
Ice-cream cones are good.
We like them.

(4) *Things We Liked at the Fair*

I liked the merry-go-round.
George liked the races.
Helen liked the kewpie dolls.
Teddy liked the whips.
Louie liked the ice-cream cones.
Dorothy liked the band.
Roger liked the policeman.

THE FARM

We played we went to the farm.
We saw some ducks.
We saw some chickens.
We saw some cows.

We saw some pigs.
The farmer's pets talked to us.
The duck said, "Quack, Quack."
The hen said, "Cluck, Cluck."

OUR FAMILY

This is the mother.
This is the father.
This is the brother tall.

This is the sister.
This is the baby.
Oh, how we love them all!

TEACHING PRIMER STORIES

The first twenty-four pages of the primer contain three complete stories (told in units) about a little boy called Baby Ray. They are:

1. Baby Ray and His Pets.
2. The Go-to-Sleep Story.
3. The Wake-Up Story.

The plan suggested for teaching these stories is given below.

*From Stone's Silent and Oral Reading.

Teaching the First Story, "Baby Ray and His Pets" (Primer, pages 5-12)

First Step. The teacher tells the complete story as follows:

BABY RAY AND HIS PETS*

"I am going to tell you about a little boy. His name was Ray, but no one ever called him Ray. He was always called Baby Ray. Father called him Baby Ray. Mother called him Baby Ray. Big Brother called him Baby Ray. And Sister called him Baby Ray.

Baby Ray had a great many pets. There was one pet his grandmother gave him. It was a black and white dog. It had a spot on its side just the size of a penny, and for this reason Baby Ray called him "Little dog Penny." Wasn't that a queer name for a dog?

Baby Ray loved his pets and the pets loved Baby Ray. One time Baby Ray left all his pretty pets and went to sleep. They missed him and came to find him. I am going to read you the rhyme that tells about it. If you listen, you will know just what pets Baby Ray had. When I finish, see how many of the pets you can name." (Read the rhyme on page 4 of the Primer.)

Second Step. Retelling of the story by pupils through conversation, picture study and dramatization.

After telling, question the pupils to see if they know the names of all the pets. If they do not, recite the rhyme again. Ask the children to listen very closely and see if they can tell you just what pets Baby Ray had. The teacher should repeat the rhyme several times, discussing the different pets and the way in which they visited Baby Ray. Soon the pupils will be familiar with the rhyme.

The use of large pictures of Baby Ray and His Pets as given on the chart will materially aid in the reproduction of the story, as they will be the center of attention of all pupils. If a chart is not available, teachers should cut the pictures from a primer and mount these for class use. The story and rhyme are made still more vivid as the children dramatize the visit of Baby Ray's pets, imitating the different animals.

Third Step. Reading the first unit of the story as a whole at the blackboard.

After the story of Baby Ray and His Pets has been told and the rhyme has been read several times by the teacher, she asks the pupils if they would like to read the story. She centers attention on the first unit of the story and together pupils and teacher discuss the picture of Baby Ray and his dog. The pupils should be encouraged to take the lead in the discussion. Through questions the children compose orally the first unit of the story in the exact words in which it is to be read. The teacher may ask, "What has Baby Ray?" She receives the reply, "Baby Ray has a dog." She turns to the picture again and asks, "Is the dog big or little?" A child replies, "The dog is little." Turning once more to the picture, the teacher, by questioning, secures from the children the statements:

Bay Ray loves the little dog.

The little dog loves Baby Ray.

*From the Teacher's Manual for Child's World Readers. Used by permission of the publishers, Johnson Publishing Company, Richmond. Va.

The children then give the four sentences to the teacher to write on the board. She writes them in a large hand with ample space between the words. The complete unit (all four sentences) is now read as a whole, in response to questions.

As the children read, the teacher may indicate the sentence to be read by placing her marker under the line. Insist that the sentence be read silently as the marker is held under the line. Remove the marker and have a child give the sentence orally. After all four sentences are read, have the complete unit read through silently. Suggest to the children: "The first line tells us that Baby Ray has something. The second line tells us that the dog is big or little. The next line tells us whether Baby Ray loves the little dog. The last line tells us whether the little dog loves Baby Ray. Who would like to read the whole story aloud for us?" Let several children read the entire story, the teacher helping by questions when a child hesitates. The sentences are read as wholes with the emphasis placed entirely on getting the thought. It will be helpful to have the sentences written or printed on large strips of manila cardboard. Have a sentence read from the blackboard. Then let a pupil find it on the strip, bringing it to the board and placing it under the written sentence. Let one child read the entire unit from the strips. The use of these strips adds much interest to the lesson.

The children may read this same unit from the large printed chart as the teacher holds the long strip of cardboard under each line. Several children should be given the chance to read the entire unit while the teacher moves the cardboard strip down. The use of the chart furnishes a single center of interest just as the blackboard does, and the children's spontaneous and rapt attention may be secured as they see the pictures and read again the entire unit.

Fourth Step. Drill on sentences.

The next step is to teach the pupils to recognize each sentence. The pupils know the story and give it to the teacher to write on the board:

Baby Ray has a dog.
The dog is little.
Baby Ray loves the little dog.
The little dog loves Baby Ray.

Let the children read the entire story; then the first line. Let them find the strip on which this is written and match it with the sentence on the board. Let them also find the sentence in another place on the board. Another time call for the line which says, "Baby Ray has a dog," and so on. Proceed in this way until all the sentences have been recognized and drilled on. When this has been done, have the pupils read again the entire unit. Finally call for some one to erase it, sentence by sentence. This is a good drill in silent reading. Use the sentence strips freely. Let the children show the teacher how to arrange them to make the complete story. Give drills and quick reviews by showing a strip for a few minutes, have the pupils read silently, and then, quickly removing the strip, have some one give the sentence.

If a "Plymouth Chart Rack" is used, the strips containing the sentences of the unit can be easily inserted and many delightful games played. The children may shut their eyes as the teacher takes out a line. Then they look at the complete chart and also the sentences on the board, to find out the line which has been removed. When this has been discovered, the child matches the sentence at the blackboard and on the chart and then puts it back in the rack.

The following game may also be played:

Each child is given a sentence strip. The teacher calls for each sentence, and the child who has it matches it with the board or complete chart and then places it in the rack.

Fifth Step. Reading the second unit at the blackboard.

The first unit is rapidly reviewed at the blackboard or from the chart and then the second unit is read as follows:

The teacher shows the picture of Baby Ray and his kitty-cats, saying, "Here is another picture of Baby Ray. He has some of his other pets. What has he? Baby Ray calls them kitty-cats. How many kitty-cats has Baby Ray?" A child answers, "Baby Ray has two kitty-cats." The teacher asks, "Are the kitty-cats big or little?" The answer is, "The kitty-cats are little." Then the teacher says, "Listen, I want to tell you something about the kitty-cats. The kitty-cats are cunning." The other two sentences—"Baby Ray loves the cunning kitty-cats" and "The cunning kitty-cats love Baby Ray"—are easily developed by questions. Then all four sentences are written on the board, the children telling the teacher what to write. The complete unit is then read by several children.

Sixth Step. Drill on sentences.

After this unit of the story has been read as a whole, drill on the sentences composing it.

Seventh Step. Drill on phrases.

Have the following sentences written on the blackboard:

Baby Ray has a dog.
The dog is little.
Baby Ray loves the little dog.
The little dog loves Baby Ray.

Baby Ray has two kitty-cats.
The kitty-cats are cunning.
Baby Ray loves the cunning kitty-cats.
The cunning kitty-cats love Baby Ray.

Have the pupils read all the sentences. Then say, "Show me *Baby Ray*. Draw a line under it. Find *Baby Ray* in another place on the board; in another place; in another. Find *Baby Ray* on one of the strips. Match it with *Baby Ray* on the board."

In the same way drill on: *has a dog; has two kitty-cats; loves the little dog; loves the cunning kitty-cats*. Later drill on other phrases. The teacher should also use the cards containing the phrases, giving flash card exercises and games.

Eighth Step. Reading the third, fourth and fifth units from the board.

Showing the picture of Baby Ray and His Rabbits, develop the story in the same way in which the two previous stories were developed. Be sure to follow this order: The story as a whole, next the sentences, and then the phrases.

Ninth Step. Teaching the words.

Have the sentences of the first three units written on the board. Let the children read them all. Then call for different words to be found. The teacher says, "Show me *loves*. See how many times you can find *loves*." Begin now the use of word cards. Let a child find *loves* on one of the cards and match it with the word *loves* on the board. In this way drill on *dog*, *kitty-cats*, *rabbits*, etc.

Flash drill with the cards—called the "moving picture show game". The period may be concluded with a rapid "flashing" of the cards by the teacher, a game which the children call their "moving picture show." "Remember," says the teacher, "as I bring each card from the back of the pack, you watch it carefully, and just as soon as I place it on the front, you tell me what it is."

Continue in this way to teach the entire story of Baby Ray and His Pets. Develop the words. Use rapid drills and a variety of games with the word cards. Work for instant recognition. For variety and for testing, write the sentences in many different ways.

Tenth Step. Review—Reading pages 11 and 12 of the Primer from the blackboard.

Show the picture of Baby Ray feeding his pets. Discuss the picture with the children, leading them to talk about feeding their own pets. Through questions secure the statements on the first half of the page. As a sentence is given, write it on the blackboard and have the pupils read it. Have the group of sentences read. Proceed in this way until the second half of the page has been developed, written on the board and read. Then have the two groups read. Drill on sentences, then on phrases, and finally on words. Use the phrase and word cards.

In teaching page 12 at the blackboard, the teacher asks the first question. When the answer has been secured, write both the question and answer on the board.

Then write the second question on the board and have it read silently. Let a child answer it orally. Write the answer under the question. Proceed in this way with the other questions. Then let one child ask a question and another give the answer.

Teaching the Second Story

THE GO-TO-SLEEP STORY (Primer, pages 13-16)

Tell the complete story as given below and teach the units composing this story, following the directions given for teaching "Baby Ray and His Pets." Remember the order in teaching—the entire unit, the sentences, the phrases, the words.

THE GO-TO-SLEEP STORY*

"How can I go to bed?" said Penny, the flossy dog, "till I say good-night to Baby Ray? He gives me part of his bread and milk and pats me with his little soft hand. It is bed-time now for dogs and babies. I wonder if he is asleep!"

So he trotted along in his silky white nightgown till he found Baby Ray on the porch in mamma's arms.

And she was telling him the same little story that I am telling you:

One little dog he had to keep, keep, keep,
Went to see if Baby Ray were asleep, sleep, sleep.

"How can we go to bed," said Snow-drop and Thistle-down, the youngest children of Tabby, the cat, "till we have one more look at Baby Ray! He lets us play with his blocks and ball, and laughs when we climb on the table. It is bed-time now for kitties and dogs and babies. Perhaps we shall find him asleep."

Then away they went in their white velvet nightgowns as softly as two flakes of snow. And they, too, when they got as far as the porch, heard Ray's mamma telling him the same little story:

One little dog he had to keep, keep, keep,
Two cunning little kitty-cats, creep, creep, creep,
Went to see if Baby Ray were asleep, sleep, sleep.

"How can we go to bed," said the three pet rabbits, "till we take a peep at Baby Ray? He brings us handfuls of sweet clover and bunches of crisp lettuce. But now it is bed-time for rabbits and kitties and dogs and babies, and we think we shall find him asleep."

So they hopped away in their white fur nightgowns till they came to the porch, where Ray's mamma was rocking and telling him the Go-to-Sleep story:

One little dog he had to keep, keep, keep,
Two cunning little kitty-cats, creep, creep, creep,
Three white rabbits, with a leap, leap, leap,
Went to see if Baby Ray were asleep, sleep, sleep.

"How can we go to bed," said the four yellow ducks, "till we know that Baby Ray is all right? He loves to watch us sail on the duck pond, and he brings corn for us in his little blue apron. It is bed-time now for ducks and rabbits and kitties and dogs and babies, and he really ought to be asleep."

So they waddled away in their white feather nightgowns, around by the porch, where they saw Baby Ray and heard mamma tell the Go-to-Sleep story:

One little dog he had to keep, keep keep,
Two cunning little kitty-cats, creep, creep, creep,
Three white rabbits, with a leap, leap, leap,
Four yellow ducks from the duck pond, deep, deep, deep,
Went to see if Baby Ray were asleep, sleep, sleep.

*From the Teacher's Manual—Child World Readers. Used by permission of the publishers, Johnson Publishing Company, Richmond, Va.

"How can we go to bed," said the five white chicks, "till we have seen Baby Ray once more? He scatters crumbs for us and calls us. Now it is bed-time for chicks and ducks and rabbits and kitties and dogs and babies, and so little Ray must sleep."

Then they ran and fluttered in their downy white nightgowns, till they came to the porch where little Ray was just closing his eyes, while mamma told the Go-to-Sleep story:

One little dog he had to keep, keep keep,
Two cunning little kitty-cats, creep, creep, creep,
Three white rabbits, with a leap, leap, leap,
Four yellow ducks from the duck pond, deep, deep, deep,
Five pretty little chicks crying peep, peep, peep,
All saw that Baby Ray was asleep, sleep, sleep.

—Eudora S. Bumstead (Adapted).

TRANSITION FROM SCRIPT TO PRINT

After reading the first two stories from the blackboard, the majority of the children will be ready to make the transition from script to print. (However, if the teacher thinks best, she may teach "The Wake-Up Story,"—See page 54,—following the directions given for the first two stories, before making the transition.)

Write on the blackboard the first unit of the story, "Baby Ray and His Pets." Have the pupils read the sentences. Let them find the phrases at the blackboard and then on the cards containing printed phrases. Direct attention to certain words and have pupils place under them cards on which these words are printed. Use freely the sentence strips, phrase cards, and word cards (written and printed) by matching them with the written sentences on the blackboard. If reading from the blackboard is followed by reading the same story from the chart and printed sentence strips, additional drill is given and the transition is easily made.

Some children are a little slow in making the transition. For these pupils the teacher will find it helpful to write the sentences on strips of cardboard, and underneath, with a price and sign marker, put the printed form. Word cards with the written form on one side and the printed on the other may also be used.

BEGINNING BOOK READING—THE PRIMER

Familiarizing Pupils With the New Books

The children are happy to have the books. For a few minutes talk freely with them discussing the name of the book, that it contains many stories written for our pleasure, and is filled with delightful pictures. Welcome the children's spontaneous comments as they look through the book and recognize the familiar pictures and stories about Baby Ray. Praise the children who report that they can read the stories.

Reading the First Story

Give each child a line marker made of durable manila paper about four inches long and one inch wide. Ask the children to turn to the first story. Together they look at all the pictures, thus rapidly reviewing the whole story

of "Baby Ray and His Pets" by telling what is happening in each picture. Then they are directed to put their markers under the title of the story (page 5) and some child reads it in response to a question.

Then the markers are placed under the first line on page 6. The children are shown how and are told to always keep their markers very still.

The teacher says, "Read the first line to yourselves and find out what it tells you about Baby Ray." After the children have read silently, one child when called on looks up from the book and gives the sentence.

Then the next line is read in response to a question. The children are told, "Move your markers; study it; read silently. Then raise your hands to tell me what it says." The teacher proceeds in this way until several pages have been read. The children evidence much delight at recognizing the familiar lines. They will find that they can easily read the first sixteen pages. At the end of the reading period the children slip their markers in the books. They are urged to keep these clean and to take care of their books.

Teaching the Third Story

THE WAKE-UP STORY (Primer, pages 17-25)

Tell the complete story as given below and teach the units of this story, following the directions given for the first story, or after the complete story has been told and made familiar through picture study, conversation and dramatization, a unit may be taught at the blackboard and then read from the book.

With some classes in preparing for the reading of this story the teacher may tell the complete story. Then she retells it showing the new words upon cards as they occur in the story. After this the units of the story are discussed by the children and these words are restudied in this connection. Finally, with books in hand, just before reading the story, they tell it as it is portrayed by the pictures.

THE WAKE-UP STORY*

The sun was up and the breeze was blowing, and the five chicks and four ducks and three rabbits and two kitties and one little dog were just as noisy and lively as they knew how to be.

They were all watching for Baby Ray to appear at the window, but he was still fast asleep in his little white bed, while mamma was making ready the things he would need when he woke up.

First she went along the orchard path as far as the old wooden pump, and said, "Good Pump, will you give me some nice, clear water for the baby's bath?"

And the pump was willing.

The good old pump by the orchard path
Gave nice, clear water for the baby's bath.

*From the Teacher's Manual—Child World Readers. Used by permission of the publishers, Johnson Publishing Company, Richmond, Va.

Then she went a little farther on the path, and stopped at the woodpile, saying, "Good Chips, the pump has given me nice, clear water for dear little Ray, will you come and warm the water and cook his food?"

And the chips were willing.

The good old pump by the orchard path
Gave nice, clear water for the baby's bath,
And the clean, white chips from the pile of wood
Were glad to warm it and to cook his food.

So mamma went on till she came to the barn, and then said, "Good Cow, the pump has given me nice, clear water, and the woodpile has given me clean, white chips for dear little Ray; will you give me warm, rich milk?"

And the cow was willing.

Then she said to the top-knot hen that was scratching in the straw, "Good Biddy, the pump has given me nice, clear water, and the woodpile has given me clean, white chips, and the cow has given me warm, rich milk for dear little Ray; will you give me a new-laid egg?"

And the hen was willing.

The good old pump by the orchard path
Gave nice, clear water for the baby's bath,
And the clean, white chips from the pile of wood
Were glad to warm it and to cook his food,
The cow gave milk in the milk-pail bright,
And the top-knot biddy an egg new and white.

Then mamma went on till she came to the orchard, and said to a red June-apple tree, "Good Tree, the pump has given me nice, clear water, and the woodpile has given me clean, white chips, and the cow has given me warm, rich milk, and the hen has given me a new-laid egg for dear little Ray; will you give me a pretty red apple?"

And the tree was willing.

So mamma took the apple and the egg and the milk and the chips and the water to the house and there was Baby Ray in his nightgown looking out of the window.

And she kissed him and bathed him and dressed him, and while she brushed and curled his soft, brown hair, she told him the Wake-Up story that I am telling you:

The good old pump by the orchard path
Gave nice, clear water for the baby's bath,
And the clean, white chips from the pile of wood
Were glad to warm it and to cook his food,
The cow gave milk in the milk-pail bright,
The top-knot biddy an egg new and white,
And the tree gave an apple, so round and so red
For dear little Ray who was just out of bed.

—Eudora S. Bumstead.

Other Primer Lessons and Stories

In teaching the rhymes, be sure the children *enjoy* the study of them. The steps suggested are: (1) preparatory discussion; (2) reading the whole rhyme to the class; (3) a study of the units of thought with the teacher in answer to questions; (4) attention to any difficult phrases or words; and (5) oral reading by the children.

Read Section I—*Guiding Principles*—of this bulletin for teaching poems. Excellent suggestions for teaching the rhymes are found in the *Child's World Manual*.

In teaching the remaining stories, the teacher should no longer tell the story to the class. By this time the children should think of reading as "looking for meanings" and should have mastered a small reading vocabulary. The steps suggested are:

1. Preparation. Let the children briefly review any past experience which will be helpful. Together study the pictures and surmise the thought. Tell just enough of the story to arouse interest. Present any phrases and new words which occur in the part of the story told. Give the question which will motivate the lesson.

2. Study of the story in thought units with the teacher. A unit (group of sentences) is read silently in answer to a question. Children are helped individually to get difficult words. Use context and knowledge of phonics, or if the word has occurred in a previous story, refer to the sentence. The unit is then read orally and discussed.

3. Phrases and words. The needed drills on phrases and words are given. (See pages 56, 57 for drills.)

4. Oral reading. The story as a whole is read aloud for pleasure.

The Reading Literature Primer

Let the children read this book rapidly. They will read it with great pleasure and ease because of its delightful content and because they now have a fundamental reading vocabulary.

WORD MASTERY

I. Reading Vocabulary

The first-grade child should have a fundamental reading vocabulary of several hundred words which he recognizes readily both singly and in sentences. This fundamental vocabulary consists of the words of the first basal primer and first reader. These words are first met in the context at the reading periods and are learned, (1) as wholes by means of the thought, and also (2) by phonetic analysis as the child gradually learns to apply his knowledge of phonics. Through drills and games with words and phrases and *much easy reading material*, these basic words are learned to the point of instant recognition.

GAMES FOR WORD AND PHRASE DRILLS

All drills must be short, rapid and the emphasis upon the recognition of the word or phrase. Excellent games and drills are found in the *Teacher's Manuals* for different series of readers.

1. Matching. The teacher holds a perception card. The child tells what is on the card, and then takes the card and matches it on the blackboard and on the chart.

2. The teacher holds the perception cards. The children have their books open at the story. They find the phrase or word in the sentence in the story. A child is called upon to tell the phrase or word and also the sentence in which it occurs.

3. The teacher holds the phrase or word cards, flashing them one after the other (bringing the card from the back of the pack and placing it in front), and the children individually give the words.

4. Phrase cards and sight-word cards should be used together, to make sentences, as follows: The teacher places a phrase card, for example, *Baby Ray*, on the chalk tray; after the phrase is correctly read, she places at the right of it the phrase card, *has two kitty-cats*. Pupils read the sentence. Next she covers the card containing *has two kitty-cats* with the one on which is printed *has three rabbits*, and a pupil reads this sentence. Again the card, *has a dog*, is placed at the right of the phrase, and the pupils read. To be effective, this work should be quick, the teacher placing phrase and word cards rapidly, the pupils reading after a glance.

5. A Good Rapid Word Drill. (1) The teacher places a list of new sight words, or old words needing more drill, on the board. She then covers one pupil's eyes with her hands. While this pupil's eyes are covered a second pupil points to a word on the board. For example, the list may be—

has
little
dog
two
loves

Suppose the second pupil points to *dog*. The first pupil's eyes are uncovered and he is given a pointer. He points to the word and asks, "Is it *has*?" The other pupils answer, "No, it is not *has*." "Is it *little*?" "No, it is not *little*." "Is it *two*?" "No, it is not *two*." "Is it *dog*?" "Yes, it is *dog*," the class answers this time. Another pupil is blindfolded, another word is chosen, and the game continues.

6. Teacher flashes a phrase card or a word card before children and calls on a child to give the phrase or word. If he does not say it correctly, give him the card, help him get the word by finding it in a sentence, or by asking a question to develop its meaning. Be sure that he gets it, and later call on him to say it again, at the close of the drill, and also at another time during the day.

7. Find the line that says, *went to bed*, *sang* and *sang* and *sang* at the blackboard, on the chart, or in the book.

8. Each child is given a word card and told to find the same word in a given line on the chart. When he finds it he raises his hand. When all except one or two children have raised their hands, the teacher says, "Hands down." As each child's name is called, he runs up to the chart, holds the card under the word, and tells what it is. Children unable to locate and tell the word, read the line from the beginning and easily find what it says. Go back to the slow child. Be sure he succeeds.

9. Words in Rack. Teacher inserts words in rack, pupils name as she places each. Pupils say rapidly as teacher points. One child points at all the words and says them. Praise for effort. Word missed should be found on complete chart or board or in book. Be sure child succeeds in learning word not known.

II. Phonics

The work in phonics to be taught with the first basal primer and first reader is given in detail in Section IX—*Phonics*—of this bulletin.

READING LESSONS

SILENT READING EXERCISES

1. Sentences to be Read Silently and Acted

| | |
|---------------------------------|--|
| John may skip. | Play you are rabbits. |
| Richard may clap. | Run, little rabbits. |
| Mary may run. | Jump, little rabbits. |
| Harry may fly. | Eat cabbage leaves. |
| Evelyn may run and jump. | The dog is coming. Run away. Run fast. |
| Doris may sing. | |
| Bessie may go to the door. | |
| Marion may point to the clock. | Play you are birds. |
| Brenda may stand by the window. | Hop around. |
| Joe may go to the piano. | Pick up seeds. |
| Jack may sit in the big chair. | Sing, little birds. |
| Harold may sit with Robert. | Fly away. |
| Emma may stand by Phyllis. | |

Teacher writes such sentences on the board. All the children read them silently. The child whose name is on the board executes the command.

2. Illustrating Rhymes and Phrases—child reads silently and follows directions.

BAA, BAA, BLACK SHEEP

Cut out a large sheep.
Make it black.
Paste it on your paper.
Cut out three bags.
Paste them near the sheep.
Write 1 on one bag.
Write 2 on one bag.
Write 3 on one bag.

HUMPTY DUMPTY

Draw a stone wall.
Cut out an egg.
Draw a face on the egg.
Paste the egg on top of the wall.
Cut arms and legs.
Paste them on the egg.

THE SLEEPING APPLE

A little red apple.
High up in an apple tree.
The bright sun came out.
A little bird sat on a bough of the tree.
Cheer up, wake up! sang the bird.
West wind shook the tree.
Down fell the apple.

Have children illustrate these word groups.

THE CHILD'S WORLD FIRST READER

Reading Lessons

Helpful suggestions for teaching the lessons in the First Reader are given in the Child's World Manual.

Careful preparation on the teacher's part for teaching each lesson is essential. Below is given a suggestive lesson plan which teachers may find helpful. It includes:

The Teacher's Preparation.

The Work with the Class:

First Step. Preparation. Supplying the motive and necessary preparation for discovering the thought.

Second Step. Study with the teacher—by thought groups—

1. Silent reading in answer to questions.
2. Discussing the content and meaning.
3. Special attention to difficulties encountered in silent reading.

Third Step. Oral Reading.

Fourth Step. Dramatization and Related Seat Work.

Lesson Plan

THE WHITE PIGEON (First Reader, pages 23-26)

The Teacher's Preparation—*What to do in planning the lesson.*

Find out the central thought of the story and word the motivating question.

Outline the story into thought groups.

Word questions to bring out meaning of each unit.

Make plans for giving children the opportunity to use judgment.

Plan preparatory discussion.

List the new and difficult words and phrases.

- (1) Words to be presented in the preparatory discussion.
- (2) Words to be met in the context as the pupils read the story.
- (3) Words to be learned at the phonic drill period.

Seat Work. Arrange activities related to the story.

THE LESSON—TEACHER AND CLASS

First Step—Preparatory Discussion.

1. Part of Story Told—Through a brief discussion, use of pictures and children's experiences, the following facts in the story are brought out:

Description of the pigeon. (First section or thought group of story.)

Names of animals in the story.

Farmer Brown owned the animals.

The pigeon talked to each animal.

2. Phrases and Words Related to the Thought—As she talks the teacher writes on the board the following sentences and phrases:

Once there was a pigeon

Strong wings

Up on the house-tops

Across the blue sky

Farmer Brown

These phrases are read by the children in answer to questions, any words giving difficulty are learned as wholes or through use of known phonic facts. The teacher says, "Once there was," and a pupil reads the rest of the sentence, then the whole sentence.

By using their knowledge of phonics, and guided by the teacher, the children get the words, *strong wings*, *Farmer Brown*.

3. Motivating Question Given—The pupils are asked to read the story to answer the question: "What did the pigeon find out from the animals?"

Second Step—Study With the Teacher.

1. Study of the story in the following thought groups:

- | | |
|-----------------------------|-------------------------------|
| (1) The little white pigeon | (3) Visit to the sheep |
| (2) Visit to the cow | (4) Visit to the hen |
| | (5) What the pigeon found out |

Each thought group or section of the story is read silently in answer to a question or suggestion, as "What did the pigeon find out from the cow?"

The new words, *wife*, *keeps*, *warms*, are met in the context. If any child needs assistance, the teacher helps him use his knowledge of phonics to get the word for himself.

The teacher keeps a list of all the words on which the children are helped. Then she writes these on the board in the order of their occurrence in the story, including any phrases or words to which she desires to call attention.

2. Discussing the content and true meaning.

a. Pupils relate the story—giving the meaning of the main facts of a thought group.

After the silent reading of a thought group questions are asked to bring out the meaning of this unit of the story. The pupils answer some of the questions in their own words, and parts of the story are read aloud in response to questions.

Questions on the main facts: Ask—

- (1) Why did God give the little pigeon such strong wings?
- (2) What did the pigeon and cow say to each other? What did the pigeon think? What did the cow think? Why?
- (3) Same questions about the sheep.
- (4) Same questions about the hen.
- (5) What did the pigeon find out? (Motivating question.)

b. Getting the meaning of the whole story.

Through the motivating question and questions on the meaning of the whole story the central thought is made clear.

Why was each animal happy?

How can we be happy?

3. Difficult words on board—the words on which pupils had asked for help.

These words should be carefully reviewed. They are woven into the oral story and also found in the book.

Third Step—Oral Reading.

Rapid, fluent, oral reading of the story as a whole for enjoyment by the class or to give pleasure to an audience, comes as a result of the previous study and understanding.

Fourth Step—Dramatization.

The story may be played by the children.

Seat Work.

Illustrate scenes in the story by drawing, cutting, or clay modeling.

Follow-up Work.

1. Tell the story of the Discontented Pine Tree.
2. Interesting language lessons may be given on the cow, the sheep, the hen.

THE READING LITERATURE FIRST READER

Emphasis in reading this delightful book should be *on content*. The study of these stories, so charmingly told, should be a real joy to the children. The fundamental vocabulary and knowledge of phonics learned with the first basal first reader should insure fluent reading.

Helpful suggestions and lesson plans are found in the Reading Literature Manual.

Below is given a suggestive lesson plan which teachers may find helpful.

Suggested Lesson Plan

LITTLE HALF CHICK—Reading Literature First Reader, pp. 75-81.

Teacher and Class.

1. Preparatory Discussion.

- (1) Tell the first section of the story, using the picture to make it vivid. Tell also that he meets a brook, a fire, and the wind, as he goes on his trip.
- (2) As you talk, write the following phrases and sentences on the board. The children read them in answer to questions. For example, the teacher says: "The chalk is going to tell you what a large family of chicks is called." Then the children read the first phrase, etc.

| | |
|------------------------|-------------------|
| a large brood | full of weeds |
| very odd chick | nearly burned out |
| tired of this farmyard | holding me fast |

2. Study with the teacher from the book by thought groups.

- (1) Give aim. Let us find out why Half Chick had so much trouble.
- (2) Silent and then oral reading of paragraphs in answer to questions.

For example: First five sentences are read to find out answer to this question, "Why was he called Half Chick?" Next paragraph is read in answer to this question, "What did he do to his mother?" etc. Children are assisted individually in getting new words. The teacher keeps a list of these words to be later given special drill.

- (3) Discussion of story. Use the pictures freely. The motivating question is answered. The points to bring out are:

He did not mind his mother.
 He did not like his home.
 He would not help the brook, etc.
 How does he feel on the steeple?
 What does he wish?
 Once he thought he would get away. When?
 What has he become?

- (4) Phrases and words on which children needed help are given special drill.

3. Oral Reading of the "New Whole."

Story reread by thought groups, pupils choosing portions they wish to read aloud.

Children are asked to read this story to their mothers and fathers, that they may also enjoy it.

SEAT WORK

Thought Content.

1. Silent Reading. Reading is the best kind of seat work. (1) Use review stories and easy supplementary material, to be read for pleasure and as preparation for oral reading. (2) Children may read a review story, selecting sentences or parts of the story they desire to illustrate.
2. Sentence Cards. Arrange these in order to make a story from copy—original.
3. Word Cards. (1) Children make sentences from copy; later original sentences. (2) Put words alike one under another.
4. Illustrate a simple story or scenes from story, using drawing or freehand paper-cutting or clay modeling.
5. Packages of ten cards, with picture on one side and word on the other. Children go over these packages until they can name all the words without looking at the pictures.
6. (1) Envelopes containing pictures and words which name them; match.
 (2) Two large cards, duplicates, containing a number of printed words in squares; cut one card into separate words; place the cut words on the like words on the duplicate card.
 (3) Make individual scrap-books. Children find the words to label the pictures. Cut calendar figures to number the pages.
 (4) Envelope having picture and story printed on the outside; reproduce the story with the words in the envelope.
7. (1) Draw pictures of things seen on the way to school; label them.
 (2) Write a short story which the children can illustrate. Copy the story under the illustration.
 (3) Sentence-building with printed words.
 (4) Make and illustrate individual booklets.
8. Make cuttings or pictures of words written on the blackboard—an apple, a book, a top, a bird. Write the word on the back of the picture.

9. Put a simple direction on the board:
Cut a horse with a long tail.
Cut a bird on her nest.
10. Sort words according to thought back of the word; put together all the words that tell some things to do; that name somebody; that name colors; that name things in the room; that describe winter.
11. Sand Table. The sand table offers a fine opportunity for working out scenes in stories, promoting freedom and originality.

Phonics.

1. Cards containing words of several familiar series may be arranged in order from copy on board or chart.
2. Give pupils sheets containing lists of words in series already studied; let them underscore initial consonant or endings.
3. When the work in writing has made satisfactory progress, sheets containing families studied may be given pupils to which they add initial consonants to form words. Work at first from copy—later without copy.

MATERIALS FOR TEACHER AND PUPILS

From the catalogues sent out from educational publishing houses teachers can get helpful suggestions for material for seat work. For the convenience of the teacher, a few are named here:

Edward E. Babb & Co., 93 Federal Street, Boston, Mass.
J. L. Hammett Co., 250 Devonshire Street, Boston, Mass.
A. Flanagan, Chicago, Ill.
Milton Bradley Co., Atlanta, Ga.

The primary teacher will find a Hectograph and Price and Sign Marker for printing indispensable. Both may be had at a reasonable price from A. Flanagan Company, Chicago, Ill.

Each pupil should be supplied with a pair of scissors and a box of crayola. The word cards referred to so often for seat work are invaluable. These may be procured in sheets 9x11 inches, printed on both sides, to be cut up and used in building sentences. One sheet is sufficient for the use of one pupil. Sheets of word cards for the primers may be secured from the publishers. Others can be procured from Edward E. Babb & Co., 93 Federal Street, Boston, Mass., or J. L. Hammett & Co., 250 Devonshire Street, Boston, Mass.

READING

Section III

SECOND GRADE

The work for the grade is given under the following heads:

1. Ultimate Objectives and Grade Attainments With Means Suggested for Accomplishing Them.
2. Material and Minimum Number of Books to be Read.
3. Word Mastery—including (1) Reading Vocabulary, and (2) Phonics.
4. Reading Lessons.
5. Seat work.

The grade attainments and minimum number of books to be read are given as the standard achievement for the grade. The underlying principles which have been used as the basis throughout the course should guide the teacher in her work.

All methods of procedure and lesson plans are meant to be suggestive only. To the teacher of limited experience these will prove helpful as a guide in planning her work, while teachers of experience should feel free to use or adapt these as they think best to meet the needs of their pupils.

TIME ALLOTMENT.

Reading (including reading periods, word study and phonics)—sixty minutes daily. Related seat work—two or three periods daily.

ULTIMATE OBJECTIVES AND GRADE ATTAINMENTS WITH MEANS FOR ACCOMPLISHING THEM

There are certain permanent results that should come from the entire course in reading—certain permanent interests and abilities to be developed, and habits to be established—and the work of each grade should definitely contribute to the accomplishment of these objectives.

The four ultimate objectives of the entire course and the grade attainments under each objective, with means for accomplishing them, are given first in the outline of work for the grade, in order that the teacher may have before her the definite results to be accomplished during the year. These are set as *the standard of achievement* for the year's work, and together with the minimum requirement in the number of books read should be made the basis of promotion. Every week and every month the teacher should ask herself the two questions:

1. Is my work bringing about these results?
2. What is the progress of each child along these lines?

I. PERMANENT INTERESTS IN READING

Attainments

1. A love for child classics, prose and poetry, through enjoyment of them in the reading work. Pupils should show an appreciation and understanding of stories read.
2. Growth of the habit of reading for pleasure.

3. Thorough acquaintance with a wider range of worthwhile stories and poems.
4. An interest in reading signs, labels, notices, etc.
5. Find pleasure in reading aloud.

Means

1. Use suggestions given for the first grade.
2. Select books with interesting content and good literature. Call attention to authors, illustrators, etc. Lead children to consider reading one of their greatest joys.
3. Use many sets of interesting, easy supplementary books—Primers, First and Second Readers included.
4. Have permanent place in room for grade library (book-case and table) containing easy, attractive books. (a) Encourage children to read books from grade library when work is finished. (b) Encourage home reading of books from grade library.
5. Arouse a desire to read by telling part of a story. Let children tell how it might end, and then let them read the remainder of the story.
6. Teacher read aloud from interesting book where the same characters appear in a series of stories.
7. Encourage children to bring their own books to be used in grade library. Broken sets of supplementary books and odd copies of books should be included in the library.
9. Have children interpret and memorize poems. Let them read favorite poems.
9. Continue use of blackboard space for bulletin board. Refer to newspapers. Have copies of children's magazines.

II. ECONOMICAL AND EFFECTIVE STUDY HABITS

Attainments

1. Ability to follow accurately simple printed and written directions.
2. Ability to reproduce the thought of selections read, discussing events and characters.
3. Attitude and habit of looking for meanings in all readings.

Means

1. Use suggestions given for first grade.
2. Have child follow *accurately* printed or written directions.
3. Develop attitude and habit of looking for meanings in all reading exercises:
 - a. Motivate reading—give questions and problems. Children read to find answers.
 - b. Put questions on board and have children read to find answers. Let them read aloud parts of story which answer questions.
 - c. Let children question each other on a selection which has been read.

- d. Let children tell meaning of words by giving other words that could be used.
- e. Children should be able to answer questions accurately after one reading of a simple selection.
4. Lead children to find answers to simple problems.
5. Write questions on the blackboard and have children prepare answers during the study period for discussion in class period.
6. Train children to remember and reproduce.
7. Lead children to find the important idea or ideas in a selection.
8. Train children to determine the extent of a thought unit, and to read far enough to finish a thought unit instead of reading a sentence, paragraph or page.
9. Lead children to find:
 - a. The descriptive parts of a story.
 - b. The talking parts.
 - c. Elements of time and place (summer or winter, country or city, etc.)
10. Have children compare characters in a story to those in life.
11. Have children suggest appropriate titles for a story or parts of a story.
12. Give dramatization a prominent place in thought getting.
13. Have children illustrate stories with crayons, plasticine, free-hand cuttings, etc.
14. Encourage children to form mental pictures of what is read. Teacher may check accuracy of pictures thus formed by having children describe them orally.
15. Have children give their own interpretation of an illustration and compare with the story in the book.
16. Have children tell what they like and what they do not like in a selection, and why.

III. THOROUGH MASTERY OF THE MECHANICS OF READING

A. SILENT READING

Attainments

1. Ability to get the thought from the material in Grade Readers and books of grade difficulty, as evidenced by answers to fact and thought questions on selections read. Attain standard for grade as given in a standardized test. Suggested test—Haggerty Reading Test, Sigma I. Suggested standard in rate of silent reading—as given by Courtis—84 words per minute.
2. Beginning of habit of reading in large units of meaning (phrases or sentences) in silent and oral work.
3. Ability to read silently without lip movement.

Means

1. Use first grade suggestions.
2. Increase the amount of time given to silent reading.

3. Use silent reading constantly.
 - a. For the preparation of what the child is called upon to read orally.
 - b. For independent reading for pleasure.
4. Short periods provided regularly for silent reading and carrying out of action sentences and commands. Use constantly games and drills with short phrases and flash-card exercises.
5. Have children reread silently story previously read, or new version of familiar story to gain fluency and better rate.
6. Provide *extensive reading* of simple, easy selections to gain rate and span of recognition.
7. Rapid reading of easy material should very often be done under timed conditions.
8. Train children to recognize phrases and word groups by giving key words, *as, by, for*, etc., and having children locate groups.
9. Discourage any tendency toward lip movement in silent reading.

B. ORAL READING

Attainments

1. Ability to read with ease and naturalness of expression from Second Readers and books of second grade difficulty. Attain grade standard as given in a standardized test. Suggested test—Gray's Oral Reading Test.

Means

1. Use suggestions given for first grade.
2. Devote time each day to more difficult advanced material (intensive type, basal readers) and time to the reading of easy long units for rapid sight-reading, and enjoyment (extensive type, many supplementary readers. Use silent reading for the preparation of what is to be read orally.
3. Motivation should be a large factor in oral reading. Provide for oral reading in real audience situations, to gain ability to read clearly and effectively. (See *Stone*.)
4. Encourage oral reading just for pleasure.
5. Teacher read as member of the class, to give an example of good reading.
6. Train children in fundamentals of oral reading with naturalness of expression.
7. Ask for certain words or phrases which the children should find rapidly, then one child reads entire sentence orally. This increases eye span and rate of reading.

Attainments

C. WORD MASTERY

Reading Vocabulary.

1. Beginning of habit of inferring words and meanings from the context.
2. Ready recognition singly and in sentences of the words of the first basal Second Reader. Ready recognition of these words in the new material.
3. Quick recognition of oft-recurring phrases.

Phonics.

1. Mastery of the work outlined for the first grade.

2. Quick recognition of:

a. The following sounds:

| | | | |
|-------------------|----------------------|----------|------|
| er | y (short sound of i) | ed as d | wr |
| ir | s (z) | ed as ed | ge |
| ur | ung | ed as t | dge |
| ear (as in learn) | unk | oll | gn |
| oi | igh | wor | tch |
| oy | ie | alt | ould |
| ea (as in head) | other | alk | |
| au | ild | ought | |
| ice | are | aught | |
| ove | | eigh | |

b. Blends.

By the end of the second year all needed blends should have been taught.

3. Application.

a. Ability to blend sounds silently, then pronounce word as whole.

b. Quick recognition of simple phonetic words.

c. Skill in using phonics independently in discovering new words in reading.

d. The habit of using phonics to get words independently.

Means

1. Develop accuracy and independence in word recognition. Use constantly word and phrase drills and games.
2. Encourage children to report new words found in outside reading.
3. Have children make list of certain kinds of words as "time words," "place words," "descriptive words," etc.
4. Drill to emphasize importance of words commonly confused, such as "when" and "then," "saw" and "was." Show how carelessness in reading these words may change meaning of sentence or paragraph.
5. Continue systematic course in phonics and phonetic analysis of monosyllabic words. Provide daily application in reading.

IV. ECONOMICAL AND EFFECTIVE USE OF BOOKS

Means

1. Use suggestions given for the first grade.
2. Call attention to title and author of book.
3. Begin training in use of table of contents.
4. Develop on the board stories of a few short sentences, about a common experience; also descriptive stories. Afterward children copy these stories on separate sheets and combine into booklets.
5. Have lessons on use, handling and care of books, and exercises on finding given pages rapidly. Emphasize importance of clean hands. In use of grade library lead children to feel responsible for care of books enjoyed.

MATERIAL

Regular Reading Work

1. First Reader, or book of first grade difficulty.
Read this book rapidly at the beginning of the session for review. Use one of the First Readers read the previous year, or a new book of first grade difficulty. Then read,
2. Child's World Second Reader.
Read this book intensively as the first basal Second Reader. When this has been completed read,
3. Reading Literature Second Reader.
Read this book intensively for study and content.

Supplementary Reading

Cherry Tree Children—*Little, Brown & Co.*, New York.
 In Fableland—*Silver Burdett & Co.*, Atlanta.
 Story Hour Second Reader—*American Book Co.*, New York.
 Eskimo Twins—*Houghton-Mifflin Co.*, New York.
 That's Why Stories—*Newson & Co.*, New York.
 Additional First Readers and Second Readers of the series given for the first grade. (See first grade list.)

While the Child's World Second Reader and the Reading Literature Second Reader are being read, and during the rest of the term, use two books at the same time, the basal book used daily and an easy supplementary book used three times a week, or oftener, at a special period set aside for practice and pleasure reading. For this easy rapid reading, at first use first readers and such books as Cherry Tree Children. Later on use Story Hour Second Reader, other second readers and books of second grade difficulty.

Minimum Number of Books to be Read in Second Grade (Eight Months Term)—Five

- One book of first grade difficulty.
- Two basal second readers.
- One supplementary second reader.
- One easy supplementary book of second grade difficulty.

Grade Library

Books for pleasure reading. The books in the grade library to be used for:

1. Reading when work is finished.
2. Audience reading.
3. Home reading.

Lists of books will be furnished by the State Department of Education. Provide a short period each week for interesting the children. Call this the "Library Hour." If during the year a child reads two or more books for pleasure, he will be laying the foundation of the *library habit*.

Reading to the Children

Reading stories and poems to the children should be part of the course in every grade. It is suggested that at least ten poems and ten stories be used each year. (See Section XII, *Reading to Children*, for the second grade list.)

WORD MASTERY**Reading Vocabulary**

The basal reading vocabulary in the first grade is increased each year. This growth comes through the intensive study of the basal books, and the new experiences gained by much reading of easy interesting material. Ready recognition of the words of the first basal second reader, both singly and in sentences, should be accomplished by the close of the second year, with ready use of these in new material. The new words met in the reading lesson are learned by means of the context, or through phonetic analysis. They become finally fixed through (1) phrase and word drills, and (2) the repetition afforded by an abundance of easy, interesting supplementary reading.

In all word study stress accuracy of pronunciation.

Second grade teachers recommend the following list of words as needing especial drill, because of the confusion caused by their similarity in appearance:

| | |
|------------------------|------------|
| saw—was | heard—hard |
| of—off—for—from | live—love |
| that—what | you—your |
| who—whom | come—came |
| ever—never—even | on—no |
| very—every | who—how |
| though—through—thought | said—says |
| then—when | but—put |
| these—them | when—went |
| then—them | run—ran |

Phonics

The work in phonics is outlined in detail in Section IX, *Phonics*.

READING LESSONS

Careful preparation on the teacher's part for teaching each lesson is essential. Most of the lessons in the basal books should be taught intensively. Extensive reading with simple easier material should be carried on regularly for appreciation, pleasure, and to increase comprehension and rate.

The lesson plan given below is for intensive study of the selection, with emphasis on the content, requiring both silent and oral reading. The necessary preparation on the teacher's part is outlined. The plan for teaching includes the following steps:

First Step. Preparation—Teacher and Class.

1. Supplying the motive and necessary preparation for discovering the thought.
2. Rapid silent reading of the entire lesson.

Individual needs in word difficulties are overcome as they are met in the context.

Second Step. Silent Study at Seats.

Third Step. Recitation—Teacher and Class.

1. Content and meaning discussed through questions.

Silent and oral reading are both used. Difficulties in meanings and in words become clear as they are needed to bring out the thought.

2. Special attention to word difficulties.
3. Oral reading of selection as a whole.

Suggested Lesson Plan

LITTLE GRAY PONY—Child's World Second Reader, pp. 9-12.

The Teacher's Preparation—Planning the Lesson.

1. Find the central thought.
2. Organize the story into main facts or units.
3. Make questions on the meaning of the main facts.
4. Make questions to bring out the meaning of the whole story.
5. Motivating question—word the problem for the children to solve.
6. Plan the preparation or assignment.
7. Difficult words and phrases. Decide *what* words may be difficult, and *when* and *how* to present them.
 - a. Words to be presented with the preparatory discussion.
Those related to the parts of the story told.
 - b. Phonetic words to be taught previously at the phonic drill period.
 - c. Other words—to be met in the context as the pupils read lesson silently.

THE PLAN

First Step. Preparation—Teacher and Class.

1. Preparatory Discussion.

- a. Introducing the story. Through conversation and discussion of the two pictures build up a description of the pony and the visit to blacksmith. The large picture brings up the boy's trouble and raises the problem, "How did the little boy get Gray Pony shod?"
- b. Words and phrases related to the thought. Those words and phrases related to the parts of the story told are presented in the preparatory discussion. As the description of the pony is given the teacher writes on the board the phrases,

| | |
|--------------------------|--------------------|
| clippety, clippety, clip | on the smooth road |
| played a tune | always pricked up |

These phrases are read in response to questions. For example: As the children talk about the noise the pony's feet make, the teacher says: "This is what his little feet did," and she writes *played a tune*. The children read the phrase, getting the word *tune* by sounding it.

The words, *tune*, *smooth*, *pricked*, and *clip* are learned through known phonic facts, and in relation to the thought. (These words should have been taught previously at the phonic drill period. The second grade teacher should look ahead and teach all phonetic words at the phonic drill period before they are needed in the lesson.) The phrases are read several times from the board, and

may be found in the book. As the blacksmith's shop is discussed the words *iron* and *coal* come up, and are written on the blackboard by the teacher. *Iron* is learned as a sight word, and *coal* is learned through known phonic facts.

2. *Giving the Problem.* The children are asked if they would like to find out "How the little boy got Gray Pony shod?"
3. *Silent Reading of the Lesson.* Now the children read the story through silently. They are told to come to the teacher for any words on which they need help.

The words *storekeeper*, *candy*, *fresh*, *mill*, *lump* and *miner* are met in the context. (These words are phonetic and should be taught previously at the phonic drill period.) These words are not likely to give trouble, however, any child who needs help in getting any words is assisted by the teacher to use his knowledge of phonics and the thought of the story.

The teacher keeps a list of all the words on which the children are helped. Then she writes these on the board in the order of their occurrence in the story, adding any words or phrases to which she desires to call attention. Later these words are to be studied.

Second Step. Silent Study at Seats.

The children are asked to read the story through again very carefully, so they can tell the story and answer the questions. They may read to find answer to motivating question, or to additional questions on content of story.

Third Step. The Recitation—Teacher and Class.

1. *Pupils Relate the Story.* Getting the content and true meaning.

The lesson having been read through silently, the children are now ready to discuss the main facts, and show how well they have comprehended the story. Some of the questions are answered orally, while many parts of the story are read to find the answers and clear up meanings. Lead children to ask some of the questions.

a. Questions on the meaning of the main facts:

- (1) The little Gray Pony:
Tell me how Gray Pony looked and how he behaved.
How did the little boy ride?
- (2) Visit to the blacksmith:
What trouble came to the pony?
Why did not the blacksmith shoe the pony?
- (3) Search for the coal:
From how many people did he try to get coal?
Who were they? Tell about the visit to each.
- (4) Getting the coal:
How did the little boy get the coal?
How did the blacksmith use it?

b. Meaning of the whole story—questions to ask:

- (1) Who were the boy's best friends?
- (2) How did Gray Pony get shod?
- (3) What sentence tells us the little boy and pony were happy?

2. *Difficult Words on the Board Studied.* The words on which the children asked for help.

These words are carefully reviewed. They are woven into the oral story and also found in the book. The phrases and sentences containing them are read.

3. *Dramatic Oral Reading.* The story is now read by scenes. Fluent expressive oral reading is motivated by having the children be the characters, and read the conversations while the teacher reads the descriptive parts.

SEAT WORK.

The scenes in the story may be illustrated by free-hand cutting, or crayola drawings.

FOLLOW-UP WORK.

Interesting language and nature lessons on "coal and its uses" may be given.

Lesson Plan

WHERE GO THE BOATS?—Child's World Second Reader, p. 41.

Dark brown is the river,
Golden is the sand.
It flows along forever
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating—
Where will all come home?

On goes the river
And out past the mill,
Away down the valley,
Away down the hill.

Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore.

—Robert Louis Stevenson.

PREPARATION—Discussion and suggestive questions.

Today we have a poem by our friend, Mr. Robert Louis Stevenson. What poems of his do we know? (Bed in Summer, At the Seaside, My Bed is a Boat.) What did he like to play when he was a little boy? Yes, at boating, even his bed was a boat. He liked to watch the big boats and ships on the sea. Have you ever watched them? Where were they going? Why were they sailing away? Where would they land? Do ships and boats sail back home?

Louis liked to play by a beautiful river. Have you ever played by a river? What color was the water? Why? What was near the shore? How did this sand look with the sun shining on it? As the water flows along, it bubbles over rocks and pebbles, and against the shore, piling up white foam. As the foam piles up what does it seem to build? (Castles—fairy castles.) What else may we see floating on the river? (Green leaves a-floating.) Where does the river flow, as it goes on and on? (Down the valley, down the hill.) What does it pass? Does it ever stop? (Flows along forever.)

Did you ever play sailing boats on the river? What did you have for boats? What did they pass as they sailed along? What at last became of your little play boats?

Listen while I read you how Mr. Stevenson played by the river when he was a little boy. Let us find out what he had for boats, and what became of them as they sailed away.

PRESENTATION OF THE WHOLE POEM.

The teacher reads the whole poem to the class.

STUDY OF THE PARTS.

The main thoughts in the poem, with the details, which make up each picture are now brought out in answer to the following questions:

1. How does the river look?
2. What is floating on it?
3. Where goes the river?
4. What will happen at last to the little leaf boats?

The first question is asked, and then the first stanza (a unit of thought) is read to the children. As the question is answered the ideas, *dark brown river, golden sand, flows along forever, trees on either hand* are brought out.

Let the children find the word groups in the poem which bring out these ideas in response to questions. Let them read these aloud.

This same plan is used with each unit of thought. After reading the second stanza to the children, be sure to bring out the thoughts, "Boats of mine a-boating," "Where will all come home?" Let them give the picture seen in the third stanza. After reading the fourth stanza to the children picture the boats brought ashore by other children, and the little boy under the tree far away seeing them do it "in his thoughts."

ORAL READING.

The children are now ready to read the poem aloud. They should be able to give a delightful interpretation as the result of having seen the pictures and caught the charm and music of the words in the study with the teacher. Before the lesson closes the teacher may once again read the poem (the new whole) to the class.

Lesson Plan

THE BRAVE TIN SOLDIER—Reading Literature, Second Reader, pp. 81-87.

TEACHER'S PREPARATION.

1. Central thought.

The little soldier is always brave, true, polite, no matter how great his trouble. These points are brought out as the child reads about the events in this charming story.

2. Outline into "thought groups."

- (1) Description of the soldiers and the beautiful lady.
- (2) Fun at night.
- (3) His trouble out-of-doors.
- (4) His trouble in the playroom.

3. Phrases and words, difficult, or to be explained on account of new ideas.

Some ideas and phrases are developed in the preparatory discussion, while others are met in the book and become clear, through their relation to the thought of the story and the pictures. Child's knowledge of phonics gives him the power to find out the words for himself.

4. Plan the Assignment.

- (1) Use present-day interest in soldiers.
- (2) How we know a soldier—by appearance, by behavior.
- (3) Tell just enough of the story to introduce the soldier, the lady, the goblin, using pictures.
- (4) Motivating question: Find out every time this soldier was brave, true, and polite, as a real soldier should be.

5. Thought Questions—to bring out central point.

How did he stand on the table?
 What did he think of the little lady?
 How he behaved when the goblin spoke?
 When he fell?
 How did he behave in the boat?
 How did he behave in the fish?
 How did he behave when melting?
 Why did he melt into a heart?
 Who made this trouble?
 Which was the bravest thing he did?

6. Children's Contribution.

Let them tell of some brave deeds of our soldier boys in the recent war.

I. PREPARATION—TEACHER AND CLASS.

a. How do you know a soldier, how does he dress, what does he carry, how behave? In this way develop the ideas, and write the words and phrases here given:

| | |
|---------------------|----------------------|
| dress exactly alike | looks straight ahead |
| has a musket | stands firm |
| always brave | is polite |
| never cries | thinks of others |
| shoulders it | |

b. Tell enough of first section and second section to introduce the soldiers, lady, and goblin. Use the pictures. Develop the following phrases as you talk. Write them on the board, or have pupils find them in the book, in answer to questions:

| | |
|----------------|-------------|
| except one | parties |
| not enough tin | somersaults |
| wore a scarf | goblin |

c. Motivating question. Read to find out every time he was brave, true, and polite.

d. Silent reading of the lesson through first and second sections. Children are assisted individually with difficult words.

II. SILENT STUDY AT SEATS.

The children are asked to read the story through again very carefully, so they can tell the story and answer the questions. They may read to find answer to motivating question, or to additional questions on content of story.

III. RECITATION—TEACHER AND CLASS.

a. Discussion.

Tell me about the little boy's soldiers.

Where did the beautiful lady live? How was she dressed?

What did the Brave Tin Soldier think of her?

Tell about the fun at night.

What happened at twelve o'clock?

Pupils give some answers in their own words, others they read from the story. Lead children to ask some of the questions.

IV. CLASS PREPARATION ON THIRD AND FOURTH SECTIONS.

a. Clear up these ideas, as related to the story:

| | |
|-----------------------|---------------|
| channel | passport |
| came down in torrents | paid his toll |

b. Silent reading of third and fourth sections.

V. STUDY AT SEATS.

VI. RECITATION.

a. Discussion—suggested questions:

What happened in the morning?

What did the little boy do?

Who found the tin soldier?

Tell about his ride?

Who caught him?

How did he get back into the playroom?

What happened to him?

What became of the little lady?

Pupils give the answers in their own words, or they read them from the lesson.

b. Ask the thought questions.

The teacher may write the answer to the thought questions on the board.

He stood firm on his one leg.

He wanted to be polite to the beautiful lady.

He never turned when the goblin spoke.

He did not cry out when he fell.

He stood up in the boat, and looked straight ahead.

He thought of the little lady when he was about to be drowned.

He lay still in the fish.

He stood firm as he melted.

He melted into a heart because he was so brave.

VII. READING THE NEW WHOLE.

The entire story is reread orally without interruption, by sections, for pleasure, that the children may feel its wonderful charm.

SILENT READING—SUGGESTIVE PROCEDURES

For these exercises use easy selections which present no "word difficulties" or ideas which the child cannot grasp for himself.

1. Silent Reading and Reproduction.

a. Questions given—in class period.

Silent reading—in study period at seats.

Reproduction and discussion—in class period.

The child's comprehension of the thought is brought out in his answers to the questions in the brief discussion of the essentials.

2. Silent Reading and Reproduction.

a. Questions given—in class period.

b. Silent reading—in study periods at seat.

c. Reproduction—in class period.

The reproduction may be simply the retelling of the story. In relating the story emphasis should be on the organization and sequence of ideas.

At other times the reproduction should call for (1) finding the central thought of the selection, (2) dividing the story into its large parts or thought groups, and (3) bringing out the essential facts in each part.

3. Silent Reading and Reproduction.

A brief selection is used. In the class time with the teacher (1) the silent reading takes place, followed immediately by (2) a brief discussion of the essential thought in answer to questions.

4. Silent Reading to Find Central Idea.

A paragraph read in answer to questions or suggestions, to find the central idea.

5. Silent Reading to Dramatize.

A story or selection is read silently. The children, without the coöperation of the teacher, discuss the thought and make plans for dramatizing. Dramatization given.

At other times let a child read a brief paragraph and act the scene.

6. Silent Reading to Illustrate Story or Selection Read Silently.

Each child chooses scenes or events to illustrate by drawings, cuttings or clay modeling. Children as a group may coöperate to illustrate successive scenes or events.

7. Silent Reading to Improve Rate.

Read simple interesting material under time limit. Check comprehension by having questions on the essential thought of the selection answered orally.

8. Increasing Perceptual Span:

Flash-card Exercises

The flashing of phrases and short sentences should be carried on regularly two or three times a week. Select phrases (1) which occur often or (2) appeal to the interest of the children.

Choose a simple and interesting story. Select from it a series of phrases and print them on flash cards. Encourage the pupils to try

to increase the number of words they can grasp at one glance. After the drill with the phrase cards, have pupils read the selection as rapidly as they can get the thought. Use the same procedure another day, increasing the length of the phrases.

Silent Reading and Oral Reading.

a. Silent reading at seats.

b. Oral reading in class.

Sight Oral Reading.

Simple interesting selections are read orally in class with no previous preparation.

SEAT WORK

Use the suggestions given for the first grade, placing more emphasis on independent effort.

Reading of easy interesting material is the best form of seat work.

Content

Continue to use drawing, freehand cutting and clay modeling to illustrate incidents, happenings and successive scenes in stories. Illustrate poems.

SUGGESTED LESSONS

Improving the understanding by reading to draw or construct.*

1. There was a little man,
And he had a little gun,
And his bullets were made of lead, lead, lead;
He went to the brook,
And he saw a little duck,
And he shot it right through the head, head, head.
He carried it home
To his old wife Joan,
And bid her a fire for to make, make make;
To roast the little duck
He had shot in the brook,
And he'd go and fetch her the drake, drake, drake.

First, draw the little man out hunting.
Draw his gun.
Draw the little brook with the duck swimming in it.
Now draw the old man's wife, Joan.
Draw the fire she made to roast the duck.

Directions for illustrating nursery rhymes.†

2. "There was an old woman who lived in a shoe,
She had so many children she didn't know what to do."

Cut out a large shoe.
Put a little window in the shoe.
Color the shoe black.
Cut out six children.
Make two of the children peeping over the top of the shoe.
Make three children peeping out of the window.
Make one peeping over the toe.

*Silent Reading Exercises, Detroit City Schools.

†Stone's Silent and Oral Reading.

Use word cards to make sentences from copy—original. Let a theme run through the sentences.

Select from a story the sentence or sentences liked best; the paragraph liked best; the paragraph which tells you something new. Illustrate often.

Select the exact words of a character in the story.

Select the paragraph which describes something; which asks something; which is funniest; in which the words please you most.

Answer questions placed on board; in exact words of book; in child's own words.

Name the characters. Choose one liked best and write a sentence about it.

Write names of characters. Be ready to tell what each one does.

Grouping words that rhyme.

Answering questions written on the board or on slips of paper or cardboard.

Word Associations

Select:

Words that describe a horse, a day, a leaf.

Words that tell action.

Words that name objects, persons.

Find a word. Find another which means the same, as *little, tiny, small*.

Illustrate word lists.

Phonics

Written:

Make phonetic lists.

Words belonging to a phonetic family, as *ad*.

Words beginning with a certain phonogram, as *ch*.

Words ending with a certain phonogram, as *ock*.

Words with long vowels; short vowels.

Words with simple suffixes, as *ed, ing, est*.

Listing words and phonograms which occur in them: as *night-ight; rock-ock; rain-ai*.

READING

Section IV

THIRD GRADE

The work for the grade is given under the following heads:

1. Ultimate Objectives and Grade Attainments, with Means Suggested for Accomplishing Them.
2. Material and Minimum Number of Books to be Read.
3. Word Mastery—Including (1) Reading Vocabulary and (2) Phonics.
4. Reading Lessons.
5. Seat Work.

The grade attainments and minimum number of books to be read are given as the standard of achievement for the grade. The underlying principles which have been used as the basis throughout the course should guide the teacher in her work.

All methods of procedure and lesson plans are meant to be suggestive only. To the teacher of little experience these will prove helpful as a guide in planning her work, while teachers of experience should feel free to use or adapt these as they think best to meet the needs of their pupils.

TIME ALLOTMENT

Sixty minutes per day where possible.

ULTIMATE OBJECTIVES AND GRADE ATTAINMENTS WITH MEANS FOR ACCOMPLISHING THEM

There are certain permanent results that should come from the entire course in reading—certain permanent interests and abilities to be developed and habits to be established—and the work of each grade should definitely contribute to the accomplishment of these objectives.

The four ultimate objectives of the entire course and the grade attainments under each objective, with means for accomplishing them, are given first in the outline of work for the grade, in order that the teacher may have before her the definite results to be accomplished during the year. These are set as the standard of achievement for the year's work, and together with the minimum requirement in the number of books read should be made the basis of promotion. Every week and every month the teacher should ask herself the two questions:

1. Is my work bringing about these results?
2. What is the progress of each child along these lines?

I. PERMANENT INTERESTS IN READING

Attainments

1. An appreciation of good child literature, prose and poetry, and the habit of reading it.
2. An interest in informational reading and the habit of reading it.
3. Acquaintance with an increasing number of worthwhile stories and poems and reading material giving new experiences and information.
4. The habit of reading for pleasure.

5. The beginning of the habit of reading periodicals—children's magazines.
6. The desire to give pleasure by reading aloud.

Means

1. Select books with interesting content. Call attention to authors, illustrators, etc.
2. Use many sets of easy supplementary books—second grade books included.
3. Have permanent place in room for grade library (bookcase and table), where simple, attractive books are accessible. Direct attention to interesting books to be read independently. Home reading of books from grade library carried on, helping to establish the *habit* of reading. Encourage children to bring their own books for others to enjoy. Have children keep a list of books read. Occasionally have the children tell or read a part of a story to arouse the interest of others in the story. Place on bulletin board names of favorite books or a new book added to grade library.
4. Have children interpret and memorize poems. Give opportunity for individual reading and reciting of favorite poems.
5. Several times a week teacher reads aloud from interesting book in which the same characters appear in a series of stories.
6. Encourage children to read when work is finished.
7. Read additional informational material for content in connection with other studies and projects.
8. Short talks on current events with reference made to newspapers and magazines. Use weekly or monthly child's magazines—have copies of *St. Nicholas*.

II. ECONOMICAL AND EFFECTIVE STUDY HABITS

Attainments

1. Ability to follow *accurately* simple printed and written directions.
2. Attitude and habit of looking for meanings in all readings.
3. Ability to remember and reproduce.
4. Ability to reproduce the thought of selections read, giving—
 - a. Division of story into main parts.
 - b. The essential facts in each division.
 - c. The central thought of a paragraph.
 - d. The central thought of an easy selection.

Means

1. Continue work suggested for second grade.
2. Develop attitude and habit of looking for meanings in all reading exercises:
 - a. Give motivating question or problem. Children read to find answer.
 - b. Put questions on board and have children read to find answers.
Call for reading of parts of story which answer questions.
 - c. Let children question each other on a selection which has been read.

- d. Children should be able to answer questions accurately after one reading of a simple selection.
 - e. Children should be unwilling to leave passage that is not comprehended.
 - f. Child should know that he will be held responsible for content of what is read.
3. Lead children to find the central thought in a selection.
 4. Have children to determine the thought units in a story. Train them to read by thought units.
 5. Lead children to find the important idea or ideas of story.
 6. Lead children to find answers to simple problems.
 7. Train children to ask definite questions.
 8. Write questions on the blackboard and children write or prepare answers during the study period for discussion later in the class period.
 9. Have children find chief characters and minor characters. Let them compare characters in stories with those in life. Find part of story which gives most knowledge of a certain character.
 10. Give dramatization of stories an important place in thought getting. Have children prepare and give, undirected, the dramatization of a story.

III. THOROUGH MASTERY OF THE MECHANICS OF READING

A. SILENT READING

Attainments

1. Ability to understand material of third grade difficulty as evidenced by answers to fact and thought questions on content of selections read. Attain standard for grade as given in a standardized test. Suggested test—Haggerty Reading Test, Sigma I.
2. Ability to read with proper speed. Attain standard for grade as given in a standardized test. Suggested standard—Rate in silent reading as given by Courtis, 113 words per minute.
3. The habit of phrase reading.
4. The habit of reading without lip movement.

Means

1. Use suggestions given for second grade.
2. Increase the amount of silent reading to about one-third silent reading to two-thirds oral reading. Use silent reading for preparation of selections to be read orally. Exercises in silent reading should be a part of every week's program.
3. Develop ability to read with greater speed silently than orally.
4. Encourage either oral or silent reading just for pleasure.
5. As children read a selection silently, suggest that they list the words they do not know.
6. Provide for extensive reading of simple selections to gain rate and span of recognition.

7. Rapid reading of simple material should very often be done under timed conditions.
8. Use flash-card exercises—longer phrases and action sentences—to secure longer eye span and better rate of reading.
9. Give small amount of silent reading on projects.
10. Silent reading tests should be given to test comprehension and rate and to locate individual difficulties. Plan work to remedy weaknesses.
11. Insist that pupils read silently without lip movement.

B. ORAL READING

Attainments

1. Ability to read with understanding, fluency and good expression from Third Readers and books of grade difficulty. Suggested standard for grade—as given in Gray's Oral Reading Test.
2. Ability to enunciate clearly and distinctly when reading orally.

Means

1. Use suggestions given for the second grade.
2. Devote time each day to more difficult advanced material (intensive type—basal reader) and time each day to reading of easy long units for rapid sight reading and enjoyment (extensive type—many supplementary readers).
3. Make sure that ability to read fluently and rapidly does not exceed comprehension of content read.
4. Motivation should be a large factor in oral reading. Provide frequently for oral reading in real audience situations to gain ability to read clearly and effectively.
5. Complete the essential training in the fundamentals of oral reading with naturalness of expression.
6. Teacher read as a member of the class to give an example of good oral reading.
7. Show word groups and short sentences one at a time. After short exposure have children reproduce.
8. Complete analysis of monosyllabic words and introduce drill on polysyllabic words, with opportunity for application.
9. Ask for certain words or phrases which the children should find rapidly, then one child reads the entire sentence orally. This increases eye-span and also rate of reading.

C. WORD MASTERY

Attainments

Reading Vocabulary.

1. Independent and accurate recognition of words.
2. The habit of inferring words and meanings from the context.
3. Ready recognition, both singly and in sentences, of the words of the first basal third reader and the commonest words of the second basal third reader. Ability to read these words readily in new material.

Phonics.

1. Mastery of the mechanics of reading.

Review and completion of the course in phonics. (Section IX, *Phonics.*)

2. Application.

The habit of attacking new words unaided.

Pupils should be independent readers—able to discover unknown words readily, both by the use of phonics and the help of the context.

Means

1. Develop independence and accuracy in word recognition.
2. Use constantly flash-card exercises with words and phrases.
3. Make word books in preparation for dictionary work.
4. Encourage children to report new words found in outside reading.
5. Have children make lists of time words, place words, etc.
6. Drill to emphasize importance of words commonly confused, such as *when* and *then*, *was* and *saw*. Show how carelessness in reading these may change the meaning of a sentence or paragraph.
7. Review and complete course in phonics. Continue word drill and phonetic analysis of monosyllabic words, with opportunity provided for application.

IV. ECONOMICAL AND EFFECTIVE USE OF BOOKS**Means**

1. Continue work given for the second grade.
2. Continue training in use of table of contents.
3. Continue training in finding pages rapidly.
4. Direct attention to different versions of a story to be found in books.
Have silent reading of different versions.
5. Direct attention to interesting books giving information on some project. Children read these independently. Place titles of interesting books and author's names on bulletin board, with attractive annotation or sentence.
6. Continue booklet making. Have children bring pictures. Make an original story about each and combine into a booklet. These stories may be read to the class or to another grade.

MATERIAL**Regular Reading Work**

1. Second Reader, or book of second grade difficulty.

Read this book rapidly at beginning of term for review. Use one of the second readers read the previous year or a new book of second grade difficulty. Then read—

2. Child's World Third Reader.

Read this book intensively as the first basal third reader. After this has been completed read—

3. Reading Literature Third Reader.

Read this book intensively for content.

Supplementary Reading

Dutch Twins—*Houghton-Mifflin Co.*, New York.

Story Hour Third Reader—*American Book Co.*, New York.

McMurry's Robinson Crusoe—*Public School Publishing Co.*, Bloomington, Ill.

Merry Animal Tales—*Rand McNally Co.*, Chicago, Ill.

Fifty Famous Stories—*American Book Co.*, New York.

Mother West Wind's Neighbors—*Little, Brown Co.*, New York.

Additional second readers and third readers from the series given in the list for the first grade.

While the Child's World Third Reader and the Reading Literature Third Reader are being read, and during the rest of the term, use two books at the same time, the basal book used daily and an easy supplementary book used three times a week or oftener at a special period set aside for practice and pleasure reading. For this easy rapid reading at first use second readers and such books as Dutch Twins. Later on use Story Hour Third Reader, other third readers and books of third grade difficulty, as Robinson Crusoe.

Minimum Number of Books to be read in Third Grade (Eight Months Term)—Five

One book of second grade difficulty.

Two basal third readers.

One supplementary third reader.

One supplementary book of third grade difficulty.

Grade Library

Books for pleasure reading. Use the books in the grade library for—

1. Reading when work is finished.
2. Audience reading.
3. Home reading.

Lists of books will be furnished by the State Department of Education. Reading from the grade library should be encouraged through regularly appointed "library hours"—a short period each week devoted to (1) a brief discussion of favorites, the children telling why they like or do not like special books or stories; (2) the teacher tells a short portion of a story to awaken interest in completing the book; (3) a child may read aloud a scene from a favorite, or all the children may have a silent reading period, beginning the books which they have selected to read at home. Be sure to put the "simple interesting books in the hands of the backward pupil."

Encourage home reading. Have as your aim the reading of two or three books outside of school by each child during the year. Let each child keep a permanent record of the books read. The teacher keeps a complete record for the grade, noting carefully the books read most frequently, and how she awakened in the indifferent child an interest in books.

Reading to the Children

Reading stories and poems to the children should be part of the course in every grade. It is suggested that at least ten poems and ten stories be used each year. (See section XII, *Reading to Children*, for the third grade list.)

WORD MASTERY

I. Reading Vocabulary

The third grade child should be able to read any material of grade difficulty. This means that he has a ready command of a fundamental reading vocabulary of at least a thousand words. The commonest words of the two basal third readers form the child's fundamental vocabulary—words which the child recognizes easily and quickly whenever seen, using them readily in new material. Unusual words not likely to recur in other material would be excepted.

Dr. Thorndike in his *Teacher's Word Book* gives "The Thousand Most Important Words in a Child's Reading Vocabulary." It is suggested that teachers use these in building up the third grade pupil's reading vocabulary. These words are given on pages 100-104 of Section V of this Course of Study.

II. Phonics

The detailed outline of the work of phonics for the grade is found in Section IX, *Phonics*.

READING LESSONS

Careful preparation on the teacher's part for teaching each lesson is essential. Most of the lessons in the basal books should be taught intensively. Extensive reading with simple, easier material should be carried on regularly for appreciation, pleasure, and to increase comprehension and rate.

The lesson plan given below is for intensive study of the selection with emphasis on the content, requiring both silent and oral reading. The necessary preparation on the teacher's part is outlined. The plan for teaching includes the following steps:

First Step. Preparation—Teacher and Class.

1. Supplying the motive; and—
2. Giving necessary preparation for discovering the thought.

Second Step. Silent study at seats.

Third Step. Recitation—Teacher and Class.

1. Content and meaning discussed through questions. Silent and oral reading are both used. Difficulties in meanings and in words become clear as they are needed to bring out the thought.
2. Special attention to word difficulties.
3. Oral reading of selection as a whole.

Suggested Lesson Plan

PHILEMON AND BAUCIS—Child's World Third Reader—pp. 9-14.

Teacher's Preparation—What to do in planning the lesson.

1. Find the central thought of the story.
2. Organization of main facts.
3. Meaning of the facts—word a list of questions.
4. Meaning of the whole—word questions.
5. Motivation—word the question through which pupils find the central thought of the story.

6. Plan the assignment or preparatory discussion.
7. New or difficult words. Decide what words may be difficult; also when and how presented.
 - a. Words upon which the understanding of an entire paragraph, sentence or phrase absolutely depends, and the meaning of which the student cannot get from reading the lesson, should be presented in the assignment. They should be taken up in relation to their meaning in the story.
 - b. New words containing known phonic facts may be included in the words learned at the phonic drill period.
 - c. Other words met in context—as pupils read lesson silently.

THE PLAN PHILEMON AND BAUCIS

Part I. KINDNESS—Pages 9-12.

Teacher's Aim: To show that kindness brings happiness.

First Step. Assignment or preparatory discussion—Teacher and Class.

1. Tell about Greece, the belief in gods and what gods could do. Any related myth which children know may be recalled. Give the names of the old couple and tell that they were very kind to some strangers. The words *Greece, Philemon, Baucis, Zeus* are developed in the discussion, written on the board and pronounced by the pupils. Reference to the dictionary in the back of the Third Reader may be made to get the correct pronunciation.
2. Give the motivating question: Why were Philemon and Baucis so kind to strangers?

Second Step. Silent study of the lesson.

The interest aroused in the assignment motivates the reading. The children are asked to read the story through rapidly to get the general theme and then to reread it carefully to find the answer to the motivating question. They are told to keep a list of the words about which they are not "sure" and opportunity to ask about these will be given when they come to class. As the story is read silently, the children meet the new words *unhappy, hives, gathered, beggars, attend, foot-sore, herbs* and *pitcher*. These words have been previously presented at the phonic drill period, which is given at a separate time from the reading lesson. They should present no difficulty, as the child meets them in the context. Through the discussion of the story that follows the silent reading any ideas which are not clear to the children are brought out.

Third Step. Recitation.

1. Opportunity is given the children to ask about any words which they listed as they studied the lesson.
2. Content of the story developed. Through questions the story is organized, the ideas and meanings of each section are brought out, the central thought is made clear, and the children are given the opportunity to pass judgment on the story as a whole. Some of

these questions are answered orally. At other times parts of the story are read to find the answers. Lead the children to ask questions.

a. Meaning of the main facts.

(1) Philemon and Baucis.

What did Philemon and Baucis have?

Why were they not unhappy? Read the sentences which show the kind of people they were.

(2) The village people.

Why were these people making such preparation for the visit of Zeus?

(3) The strangers.

Why did not the village people take in the strangers?

Why did Philemon and Baucis take them in?

(4) The supper.

What kind of supper did they prepare?

For whom had they kept these things?

What wonderful things happened?

Were they surprised?

How did the wonderful things happen?

b. Meaning of the whole story.

Why did they prepare such a fine supper?

Did they expect pay?

Why were Philemon and Baucis so kind to the strangers?

3. Words which may have proven difficult.

As the children tell or read the answers to these questions, any words and phrases on which they need help are learned through the use of phonics and in relation to the context. These words are written on the board. After the discussion of the story, drill on them is given if needed. They are again found in the context and related to the story. The word "although" is a new word, and should be learned as a sightword in relation to the thought.

4. Oral reading.

This part of the story may now be read orally without interruption, for pleasure, or the oral reading of the whole story may come after Part II has been studied.

The previous study and understanding of the thought makes possible fluent, expressive reading for an audience.

Part II. THE REWARD OF KINDNESS—Pages 12-14.

First Step. Assignment or preparatory discussion—Teacher and Class.

Motivating question: What did kindness bring Philemon and Baucis?

Second Step. Silent study of lesson to find answer to question.

The children keep a list of the words about which they wish to ask.

Third Step. Recitation.

1. Children ask about the words they have listed.

2. Content of the story discussed through questions.

a. Meaning of the main facts.

- (1) Finding out that one of the strangers is Zeus.

Why did the couple give up their bed?

How did they find out that one of the strangers was Zeus?

- (2) The wish.

For what did they wish?

What do you think of their wish?

- (3) The new home.

What happened to the hut?

Why were they so happy in it?

- (4) The oak and the linden.

What became of Philemon and Baucis?

Were they happy as trees?

Why?

b. Meaning of the whole.

Why did they not wish for wealth?

Why did Zeus give them more than their wish?

What did kindness bring them?

What does kindness bring to us?

What made them happiest?

3. Words which may have proven difficult.

After the discussion of the story, any words which may have given trouble are again studied and related to the story.

4. Oral reading.

The beauty of this delightful story is brought out in expressive oral reading of the whole.

Suggested Lesson Plan

THE LAND OF STORY BOOKS—Reading Literature Third Reader,
Pages 46-47.

Analysis of Leading Thought. Robert Louis Stevenson is, indeed, the children's poet. He is able at will to look out of childhood's eyes and enter again the child world. He makes it possible for even grown-up people to live again in the child world with the children. Truly this is so of this poem, "The Land of Story Books."

The strong appeal the poem makes to the child imagination is the big thing in it. Children, in fancy, live over again the scenes and experiences of their everyday life. It takes no big stretch of the imagination for the little readers to get the spirit of a poem so easily within their grasp and interest.

In order that the child mind may be receptive for the new thought, some preliminary discussion is necessary to arouse the emotion that should predominate in the reading lesson.

Preparatory Discussion. "Children, do you ever think about stories after you have read them? Do you ever play a story you have read? Do you know any well enough to play them? Wouldn't you have to know one well to play it? Can you play them by yourself?"

"Robert Louis Stevenson wrote this poem about a little boy who knew stories so well that he could play them by himself while his parents sat and read and talked. Now see if you don't think this little boy had a good time."

Teacher reads poem. Here the teacher reads the entire poem to the class. For many reasons this seems wise. The children get their first auditory

impression of the whole from the teacher; they get the rhythm and melody of it, and they see the entire story in a way they could not if the first reading was done in a halting way as primary children read new material.

Visualization of pictures. Now the next thing to be done is the analysis into thought units.

STANZA I. "There's a picture here, children. Read it, so we can see this picture. (Children read.) Would this be hard to act? How many would it take? Could you show us how this would look? Do you suppose the little boy thought there was any fun in this?"

STANZA II. "There is a picture here, too. Read and see if you can get it. Where does the boy make believe he is? Could you show us just what that boy did?"

STANZA III. "Can you see what he is doing now? Read. Now what do you suppose made him think of this? What kind of stories had he been reading? Why, Indian stories, of course. And what does he make believe he is? Yes, an Indian hunter. What does *spy* mean? Why didn't the poet say *see*?"

STANZA IV. "Have you ever been in a forest at night? No? What do you think you might see there? Yes, trees and sky. You might see stars in the sky. It would seem very lonely, wouldn't it? Now let's see what the boy made believe he saw out there in that forest alone. Read silently and tell me. Did he see anything you don't know about? Where could that boy have gotten those two words? He's no bigger than you are, knows no more than you do, perhaps, out of the books he has been reading. *Starry solitude* has something to do with the stars, and he is by himself, you know. Show me another word you don't often use [*brink*]. Yes, but you can easily tell what it means, can't you? Is there anything here that makes you think these stories did not happen in our country? Yes, he said *roaring lions*."

STANZA V. "Let's see what he makes believe here. Where are the others, really and truly? What does he imagine they are? What does 'prowled about' mean? What animals that you know 'prowl about'? Do Indians march out boldly, or sneak around and don't want you to see them. Could you show me how he did this?"

STANZA VI. "Could you prove here he was having a fine time? Could two children show me how this must have looked?"

The Whole. And now since each situation has been carefully studied, it would be well to go back and connect these images. First, the picture of the parents before the fire; repeat how the poem described this; then Stanzas II, III, IV, and V, which tell about the little Indian hunter down on the floor with his gun, then in camp, the vision of what he sees in the forest; next, how he prowls about the fireside, where he imagines he sees the others in camp; and last, Stanza VI, where his nurse comes in and gets him.

Concluding Discussion. "Why could this little boy have such a good time? Knew so many stories, Indian stories, didn't he? Couldn't you have a good time playing by yourself or with other little children? How would you know how to plot 'lots of things'? You would have to read a great many stories, wouldn't you?"

NOTE.—After a poem has been dealt with in this intensive way, memorization has practically been accomplished; for it comes through perfect understanding of the thought, and it is an easy matter for the child to use the exact words of the poet which express this thought.

SILENT READING LESSONS

Select easy, interesting material which presents no word difficulties. As a rule, books may be open throughout the exercise. Emphasis is on getting the thought and organizing it. The following procedures are suggested.

1. Use the lessons suggested for the second grade in Section III.
2. A brief assignment is read through for oral reproduction. This is a simple but valuable procedure. See that events are given in the proper sequence. Stress organization of ideas.
3. Put questions on the blackboard which will organize a selection into main divisions. Have children read the selection silently to find answers. Write the answers on the board. Then let the children relate each part of the story. Discuss places, persons, especially attractive descriptions, "word pictures," etc.
4. Assign an easy selection. Have it read through rapidly to get the general theme. Then from the beginning have the class read a paragraph at a time and decide the special topic of each paragraph. Should there be difficulty in getting a class started, it may be helpful to have some paragraphs read orally to make every child aware of (a) what the chief idea is; (b) what each paragraph adds to what has gone before; (c) what the next is expected to add. Let it be shown by reading next aloud, etc.

SEAT WORK

Seat work well planned and selected to meet the child's needs and interest is a great aid in teaching reading. Seat work in connection with reading should give opportunity for independent thinking on the part of the pupil, and enable him to reinforce knowledge gained in previous recitations. This seat work may be either preparation for a class recitation or the outgrowth of another recitation. For instance, a discussion started concerning the seat work may lead a child who is not quite clear on the subject to his book to read with renewed interest parts which will give the desired information.

Suggestions for Seat Work

1. Reading of assigned lessons or easy supplementary material or books from the grade library is the best form of seat work, and should be used throughout the year.
2. Illustrate stories read. Clay; cutting; crayon and paper; crayon and blackboard.
3. Making scrap-books.
4. Simple dramatizations:
 - a. Prepared by group after completing other required work.
 - b. Prepared by group to be presented later.
5. Children read silently, and then write on any one topic chosen by the teacher. Make lists of words showing time, place, action, etc.; selection of most beautiful words and phrases; selection of the funniest part of the story.
6. The use of the library table.
7. Let individuals prepare interesting stories to be read or told to the group.

8. Have illustration of the lesson made by different members of the class, showing the development of the story.

9. Sentences or short stories written, printed, or typed on cards. These are cut into phrase groups and words and placed in an envelope. Children re-assemble them to compose sentences and stories.

10. Completion game. Sentences containing blanks for missing words and phrases are printed or typed on cards. The missing words and phrases are on separate cards. These are placed in the spaces where they complete the sense.

11. Picture game. Pictures and separate words and sentences that give the title, description, or interpretation of the pictures are placed in envelopes. Children choose titles or interpretative sentences and place them above or below the pictures.

12. Game of opposites. Words like cold, hot, black, white, etc., are placed in envelopes. Children choose a word and next to it place the word of opposite meaning. Another word is chosen, its opposite is found, and so on until the selection is exhausted.

13. Game of relations. Words and phrases related to two different subjects, like "The Home" and "The Farm," are placed in an envelope. Children select all those relating to home and place them under that title. Those relating to the farm are selected to be placed under *farm*.

READING

Section V

GRAMMAR GRADES

The work for the grammar grades is given under the following heads:

1. Ultimate Objectives and Grade Attainments With Means Suggested for Accomplishing Them.
2. Material and Minimum Number of Books to be Read.
3. Word Mastery.
4. Silent Reading Exercises.
5. Measurement of Reading Ability.
6. Individual Differences and Remedial Work.
7. Reading Lesson Plans—Type Lessons.

The grade attainments and minimum number of books to be read are given as the standard of achievement for the grade. The underlying principles, which have been used as the basis for the course, should guide the teacher in her work.

All methods of procedure and lesson plans are meant to be suggestive only. It is hoped that these will prove helpful, and teachers should feel free to use and adapt these as they think best.

FOURTH GRADE

ULTIMATE OBJECTIVES AND GRADE ATTAINMENTS WITH MEANS FOR ACCOMPLISHING THEM

There are certain permanent results that should come from the entire course in reading—certain permanent interests and abilities to be developed, and habits to be established—and the work of each grade should definitely contribute to the accomplishment of these objectives.

The four ultimate objectives of the entire course and the grade attainments under each objective, with means for accomplishing them, are given first in the outline of work for the grade, in order that the teacher may have before her the definite results to be accomplished during the year. These are *set as the standard of achievement* for the year's work, and together with the minimum requirement in the number of books read should be made the basis of promotion. Every week and every month the teacher should ask herself the two questions:

1. Is my work bringing about these results?
2. What is the progress of each child along these lines?

I. PERMANENT INTERESTS IN READING

Attainments

1. An appreciation of good literature through enjoyment and understanding of a number of great poems, great stories, great books.

2. The habit of reading books of real worth,

| | | |
|---------------|---------------|------------------|
| Fiction | Science: | Humorous Stories |
| Poetry | a. Geography. | Biography |
| Bible Stories | b. Nature | History |
| Travel | c. Invention | |
| | d. Health | |
3. Interest in current events,
 - The beginning of the habit of reading newspapers.
 - The beginning of the habit of reading children's magazines.
4. To give pleasure to others by oral reading.

Means

1. Use suggestions for second and third grade.
2. Interest pupils in good literature by reading a chapter or two of some good book to the class, and then give the children an opportunity to finish the book independently.
3. Give children varied types of reading, such as hero stories, Bible stories, travel, history, fiction, and humorous stories, thus providing for broad vicarious experiences. Call attention to authors, illustrators, etc.
4. Arouse interest in poetry by reading aloud to class best literary selections. Follow this by discussion.
5. Encourage reading aloud to parents and friends.
6. Grade Library. Encourage much silent reading at home for pleasure. Keep in touch with what children are reading through class discussion of interesting books pupils have read. Give definite suggestions and help in regard to reading material, especially for children who are not interested in outside reading.
7. Have supplementary reading in connection with other school subjects and projects.
8. Encourage children to bring copies of their books and magazines, such as St. Nicholas, to be enjoyed by whole group.
9. Discuss in a very simple way current events. Have pupils bring to the class clippings from newspapers and magazines on various topics. To increase interest in current events make a scrap-book of clippings and pictures from newspapers and magazines.

II. ECONOMICAL AND EFFECTIVE STUDY HABITS

Attainments

RECOGNITION OF NEED FOR STUDY.

1. The habit of reading to a problem.
2. Ability to follow accurately printed or written directions.

ANALYSIS OF MATERIAL READ.

1. Ability to interpret selections read.
2. Ability to find the central thought in paragraphs and simple selections.
3. Ability to find the large divisions of a story, units of thought—through discussion with teacher.

4. Ability to find a series of closely related points in short selections—under direction of the teacher.
5. Ability to determine the relative importance of statements in reading material—through discussion directed by teacher.

JUDGMENT.

1. Ability to draw valid conclusions from material read—in relatively simple selections—through problems assigned by the teacher.

REPRODUCTION AND APPLICATION.

1. Ability to reproduce thought of selection read.
2. Ability to answer thought-provoking questions on relatively easy assigned passages.
3. Ability to make use of ideas gained.

Means

Have pupils.

1. *Find central idea in paragraphs and selections.*
2. *Discover problems for study in material read*—Teacher asks questions.
3. *Find a series of closely related points*—Teacher writes points on board as selected.
4. *Through questions develop large divisions*—units of thought—in a selection.
5. *Determine the relative importance of statements*—in regular reading material through discussion directed by teacher.
6. *Find answers to thought-provoking questions asked by pupils and teacher*—Be sure answer given answers question correctly.
7. *Draw valid conclusions from relatively simple selections*—Reasons for conclusions explained.
8. *Follow directions accurately.*
9. *Find descriptions*—part of story which tells most about a character, elements of time, place, quote words of a character.
10. *Lead children to judge characters in a story*—giving reasons for judgment; compare with those in life.
11. *Associate material read with previous experience.*
12. *Reproduce short selections or portions of selections.*
13. *Dramatize informally*—sometime teacher in charge—other times children take entire charge.

III. THOROUGH MASTERY OF THE MECHANICS OF READING

A. SILENT READING

Attainments

1. Ability to understand the meaning of material of fourth grade difficulty, as evidenced by answers to fact and thought questions on selections read.
- Attain grade standard as given in a standardized test. Suggested test—Thorndike-McCall Reading Scale.

2. Ability to read with proper speed—attain standard for grade as given in a standardized test. Suggested standard—Rate in silent reading, as given by Courtis, 145 words per minute.
3. The habit of phrase reading.
4. Ability to read more rapidly silently than orally.

Means

1. Use suggestions for the third grade.
2. Have at least half of the reading, silent reading.
3. Devote part of the time to reading for study—intensive type, basal material—and part to reading for pleasure—extensive type, supplementary reading.
4. Give opportunity for reading much easy material to find answers to questions—give special instruction in the art of effective silent reading.
5. As children read a selection silently, suggest that they list the words they do not know. Use these later for teaching and drills.
6. Have children read interesting easy story for short period. Rhythmical sweeps with few fixations will thus be secured.
7. Encourage pupils to reread familiar material. Place a time limit and see how many pupils come to standard rate for grade.
8. Have silent reading of supplementary material in connection with other subjects.
9. Have children read in light of a problem. Let them write questions on a selection read. Other members of class read questions silently and answer them orally.
10. Give standardized tests for comprehension and rate, and to locate individual difficulties. Plan remedial work.
See "Measurement of Reading Ability," in section I; "Grouping as a Provision for Individual Differences," and "Remedial Exercises for Silent Reading," section XI.
11. Give the class standards to attain, and keep chart for class so that pupils may know their progress.

B. ORAL READING

Attainments

1. Ability to read orally, clearly, and effectively—material of fourth grade difficulty. Suggested standard for grade, as given in Gray's "Oral Reading Test."

Means

1. Motivation should be a large factor in oral reading.
2. Provide real audience situations, plan regularly for "audience reading."
See Stone's "Silent and Oral Reading."
3. Quite often require a summary of what has been read to the class, to be given by individual pupils.
4. Select sentences and paragraphs for oral reading, because of some specific value, dramatic quality, humor, interest of story, beauty of language.

5. Be absolutely sure all mechanical difficulties have been well mastered. Make pupils "unwilling" to read aloud until all new words, difficult phrases, unusual groups of words and unknown ideas have been overcome. Every child comprehends the relation of thorough understanding to pleasurable oral reading.
6. Use constantly drills on phrases or groups of words to lengthen eye span.
7. To increase rate teacher asks for certain word groups, which children find rapidly, then one child reads entire sentence orally.

C. WORD MASTERY

Attainments

READING VOCABULARY.

1. Command over a good reading vocabulary, with vocabulary of primary grades firmly fixed.
2. As a fundamental vocabulary—ready recognition and understanding of the meaning of the "Thousand Most Important Words in a Child's Reading Vocabulary," as given by Dr. Thorndike in "The Teacher's Word Book." For this list, see pages 100-104, following.
3. Ability to get words and infer meanings from the context.
4. Interest in acquiring new words, interest in using dictionary.

MECHANICS.

1. Mastery of the mechanics of reading—using phonics readily in determining new words should have become habitual.
2. Ability to attack new words by syllables.

Means

1. The best means for developing the child's reading vocabulary is to give him much easy, varied reading matter, which provides extensive vicarious experiences. Such reading broadens his vocabulary, and the repetition makes the words permanent possessions.
2. Have children read to find certain words or phrases which answer teacher's questions. One child reads entire sentence orally.
3. Write word groups and sentences on board, one shown at a time. After short exposure have children reproduce.
4. Systematic lessons in word analysis for meanings and pronunciation and in use of appropriate helps given in separate period from regular reading lessons—see courses in Language and Spelling, and text-books in these subjects.
5. Use vocabulary exercises, as given in Lewis and Rowland Silent Readers.
6. Give review of phonics as needed to secure mastery of mechanics. See "Phonics in Grades Above the Third," in Course in Phonics, Section IX.
7. Review phonetic rules, and principles, continuing work with polysyllabic words with opportunity provided for application. Give attention to syllabication and accent. Drill on initial and final syllables.

8. Begin in this grade a systematic study of the dictionary. Drill on alphabetic arrangement of words, having the same initial letter. Emphasize purpose of words in heavy type at top of page.
9. Develop habit of consulting dictionary for pronunciation and meaning of unfamiliar words. Teach value of diacritical marks in this connection.
10. Use dictionary lessons, as given in "Mastery of Words," Books I and II.

IV. ECONOMICAL AND EFFECTIVE USE OF BOOKS

Means

1. In addition to the points suggested in the Third Grade, give instruction in the use of chapter headings and glossary. Develop skill in finding titles in table of contents. Teach these points only in the most simple form.
2. Continue training in the care of books and finding pages quickly.
3. Give instruction in use of several books to secure information on a given problem.
4. Give training in the economical and effective use of the dictionary.
5. Where possible arrange with librarian for class to visit Public Library, where librarian will explain use of card index, etc.

MATERIAL

The reading material needs to be wide and varied—to reveal to the child human experiences, and to broaden his vision. It will include epic stories, myths, lyric poetry, Bible stories, romantic fiction, humorous selections, biography, history, travels, geographical readings, stories of industrial development, and industrial heroes, animal tales, and the field of nature and science.

There will be intensive reading and study of selections that the child may grasp the thought and emotion, appreciate the beauty of expression, and give pleasure to others by reading aloud. While much extensive reading of easy material will satisfy the child's story interest, give varied experiences and develop the habit of reading.

Adopted Text

Studies in Reading, Grade Four.

Minimum Number of Books to be Read (Eight Months Term)—Five

One book of third grade standard or a third reader.

Read this book rapidly at the beginning of the term for review.

One basal fourth reader—Studies in Reading, Grade Four.

Read this book intensively.

One supplementary fourth reader.

Two easy supplementary books of fourth grade standard.

While Studies in Reading, Grade Four, is being read, and during the rest of the term, use two books at the same time, one used *daily* for intensive reading, and an easy book used *three* times a week, or oftener, for content, practice, and pleasure. Much silent reading of easy material should be given

as seat work, and the reading period used for reproduction and discussion with oral reading of parts of selection. Sets of supplementary readers should be owned by the school, or sent out from the superintendent's office.

Suggested List of Supplementary Books

Merry Animal Tales (Third Grade Standard)—*Little, Brown & Co.*, New York.

Reading Literature, Fourth Reader—*Row, Peterson Co.*, New York.

The Silent Reader IV—*John C. Winston Co.*, Philadelphia.

Third and Fourth Readers of the series given for the First Grade:

The Boys' and Girls' Reader, Book IV—*Houghton-Mifflin Co.*, New York.

Pinnocchio—*Ginn & Co.*, New York.

Children's Classics in Dramatic Form, Book III—*Houghton-Mifflin Co.*, New York.

Little Mr. Thimblefinger—*Houghton-Mifflin Co.*, New York.

Old Stories of the East—*American Book Co.*, New York.

Great Americans for Little Americans—*American Book Co.*, New York.

History Stories of Other Lands, Book II—*Row, Peterson Co.*, Chicago.

Old Time Stories of the Old North State—*D. C. Heath & Co.*, New York.

Discoverers and Explorers—*American Book Co.*, New York.

Around the World Series III—*Silver, Burdett & Co.*, Atlanta.

Betty in Canada (Little People Everywhere)—*Little, Brown, & Co.*, New York.

Arlo and Clematis—*Arlo Publishing Co.*, Boston, Mass.

Grade Library

Books in the grade library—for

1. Reading when work is finished.
2. In connection with other subjects.
3. Audience reading.
4. Home reading.

Lists of books will be furnished by the State Department of Education. Provide a short period each week for interesting the children. Call this the "Library Hour." At least four books should be read by each child during the term. For suggestions see *Third Grade Outline*, and also Section I, *Guiding Principles*.

Reading to the Children

This is part of the course in every grade, and includes poems, stories and books to be read to the children. At least ten poems and ten stories should be read during the year. The list for the grade is given in Section XII, *Reading to Children*.

SILENT READING

Importance. See "Silent Reading," Section I.

Silent Reading Exercises—Section X.

TESTS

Measurement of Reading Ability—Section I.

Grade Attainments and Means given in "Thorough Mastery of Mechanics," in this grade outline.

INDIVIDUAL DIFFERENCES AND REMEDIAL WORK

Grouping as a Provision for Individual Differences and Remedial Work in
Developing Reading Ability—Section XI.

WORD MASTERY

Mastery of Mechanics

See Course in Phonics, Section IX.

Dictionary Study

See: "Increasing the Vocabulary" in "Silent Reading Exercises," Section X.

Reading Vocabulary

See "Grade Attainments and Means" in "Thorough Mastery of Mechanics," in this grade outline.

As a fundamental vocabulary, *ready recognition* and understanding of the Thousand Most Important Words in a Child's Reading Vocabulary should be accomplished. These words are given below, and every child should be held responsible for instant recognition of them.

THE THOUSAND MOST IMPORTANT WORDS IN A
CHILD'S READING VOCABULARY*

| | | | | | |
|---------|-----------|---------|---------|----------|--------|
| a | answer | bed | bread | children | dear |
| about | any | been | bring | church | death |
| above | apple | before | brother | city | deep |
| across | are | begin | brought | clear | did |
| add | arm | behind | build | close | die |
| after | around | being | burn | cold | do |
| again | as | believe | but | color | does |
| against | ask | best | buy | come | done |
| air | at | better | by | company | door |
| all | away | between | | corn | down |
| almost | | big | call | could | draw |
| alone | back | bird | came | country | dress |
| along | bad | black | can | course | drink |
| also | ball | blow | care | cover | drive |
| always | bank | blue | carry | cross | drop |
| am | be | body | case | cut | during |
| among | bear | book | cause | | |
| an | beautiful | both | certain | dark | each |
| and | became | box | change | day | ear |
| another | because | boy | child | dead | early |

*These 1,000 words are the first 1,000 in importance listed in the *Teacher's Word Book*, by Edward L. Thorndike, and are here reproduced by permission of the Bureau of Publications of Teachers College. The *Word Book* contains, in addition to this list of 1,000 words, the 9,000 next in importance in a child's vocabulary, thus comprising a list of the 10,000 most-used words in the English language.

| | | | | | |
|---------|---------|---------|----------|----------|-----------|
| earth | girl | it | meet | paper | school |
| east | give | its | men | part | sea |
| eat | given | | might | pass | second |
| egg | glad | just | mile | pay | see |
| end | go | | milk | people | seem |
| enough | God | keep | mind | person | seen |
| even | gold | kill | mine | picture | send |
| ever | good | kind | miss | piece | sent |
| every | got | king | money | place | serve |
| eye | great | know | month | plain | set |
| | green | known | more | plant | several |
| face | ground | | morning | play | shall |
| fair | grow | land | most | please | she |
| fall | | large | mother | point | ship |
| family | had | last | mountain | poor | short |
| far | hair | late | move | power | should |
| fast | half | laugh | much | present | show |
| father | hand | law | must | pretty | side |
| fear | happy | lay | my | put | sight |
| feel | hard | lead | | | silver |
| feet | has | learn | name | quick | since |
| few | have | leave | near | | sing |
| field | he | left | need | rain | sister |
| fill | head | length | never | raise | sit |
| find | hear | less | new | reach | six |
| fine | heart | let | next | read | sleep |
| fire | heavy | letter | night | ready | small |
| first | help | lie | no | reason | so |
| five | her | life | north | receive | soft |
| floor | here | light | not | red | soldier |
| flower | high | like | nothing | remain | some |
| fly | hill | line | now | remember | something |
| follow | him | little | number | rest | sometime |
| food | himself | live | | rich | son |
| foot | his | long | of | ride | soon |
| for | hold | look | off | right | sound |
| form | home | lost | often | river | south |
| found | hope | love | old | road | speak |
| four | horse | low | on | rock | spring |
| free | hot | | once | roll | stand |
| fresh | hour | made | one | room | start |
| friend | house | make | only | round | state |
| from | how | man | open | run | stay |
| front | hundred | many | or | | step |
| full | | mark | order | said | still |
| | I | matter | other | sail | stone |
| garden | if | may | our | same | stop |
| gave | in | me | out | save | story |
| general | into | mean | over | saw | street |
| get | is | measure | own | say | strong |

| | | | | | |
|----------|---------|---------------|--------------|------------|------------|
| such | us | young | bottom | continue | enter |
| summer | use | your | bow | cook | entire |
| sun | | END OF | branch | cool | equal |
| sure | very | FIRST | brave | corner | escape |
| sweet | visit | 500 | break | cost | evening |
| | voice | | breakfast | count | everything |
| table | | able | bridge | court | except |
| take | wait | account | bright | cow | expect |
| talk | walk | act | broad | cried | express |
| tell | wall | afraid | broken | crowd | extend |
| ten | want | afternoon | brook | crown | |
| than | war | age | brown | cry | fact |
| thank | warm | ago | building | cup | famous |
| that | was | allow | built | | fancy |
| the | watch | already | business | dance | farm |
| their | water | although | busy | dare | farmer |
| them | way | American | butter | date | fat |
| then | we | amount | | daughter | favor |
| there | week | animal | cake | deal | feed |
| these | well | anything | cannot | decide | fell |
| they | went | appear | cap | delight | fellow |
| thing | were | army | captain | demand | felt |
| think | what | arrive | car | desire | fence |
| third | when | art | careful | destroy | fight |
| this | where | article | catch | difference | figure |
| those | which | attend | cent | different | finger |
| though | while | | center | dinner | finish |
| thought | white | baby | chair | direct | firm |
| thousand | who | bag | chance | discover | fish |
| three | whole | band | charge | distance | fit |
| through | why | basket | chief | divide | fix |
| till | wide | battle | choose | doctor | flow |
| time | will | bay | Christmas | dog | following |
| to | wind | beast | circle | don't | force |
| today | window | beat | class | double | forest |
| together | winter | beauty | clean | doubt | forget |
| too | wish | bee | clock | dream | former |
| top | with | began | cloth | dry | forth |
| town | without | bell | clothe (ing) | dust | forward |
| train | woman | belong | clothes | duty | fourth |
| tree | wood | beside | cloud | | France |
| true | word | bill (B) | coal | easy | French |
| try | work | bit | coast | edge | fruit |
| turn | world | bless | coat | eight | |
| two | would | blind | coming | either | gain |
| | write | blood | command | else | game |
| under | | board | common | enemy | gate |
| until | year | boat | complete | England | gather |
| up | yet | bone | condition | English | gentle |
| upon | you | born | contain | enjoy | gentleman |

| | | | | | |
|------------|-----------|-----------|----------|----------|------------|
| gift | join | Mrs. | post | sell | strange |
| glass | journey | music | pound | separate | stream |
| going | joy | myself | practice | service | strength |
| golden | judge | | prepare | settle | strike |
| gone | jump | narrow | press | seven | study |
| government | | nation | price | shade | subject |
| grace (G) | kept | natural | prince | shake | sudden |
| grain | kiss | nature | promise | shape | suffer |
| grant | knee | necessary | proper | sheep | sugar |
| grass | knew | neck | proud | shine | suit |
| grave | | neighbor | prove | shoe | supply |
| gray | labor | neither | public | shop | suppose |
| grew | lady | nest | pull | shore | surprise |
| guard | laid | New York | pure | shoulder | |
| guess | lake | nice | purpose | shout | tail |
| guide | least | nine | | shut | tall |
| | led | noise | quarter | sick | taste |
| hall | leg | none | queen | sign | teach |
| hand | lesson | noon | question | silk | teacher |
| happen | lie | nor | quiet | simple | tear |
| hat | lift | nose | quite | single | thee |
| health | lion | note | | sir | themselves |
| heard | lip | notice | race | size | therefore |
| heat | list | | ran | skin | thick |
| heaven | listen | O | rapid | sky | thin |
| height | load | oak | rather | slow | thou |
| held | Lord | object | real | smile | throw |
| herself | lose | ocean | reply | smoke | thus |
| hide | loss | offer | report | snow | tie |
| history | lot | office | require | soil | tire (d) |
| hole | loud | officer | ring | sold | told |
| honor | lower | oh | rise | song | tomorrow |
| however | | outside | roof | sort | tongue |
| hunt | mail | | rose | soul | took |
| hurry | manner | page | row | space | touch |
| hurt | march (M) | pain | rule | spend | toward (s) |
| husband | market | paint | rush | spirit | trade |
| | master | pair | | spoke | travel |
| ice | meat | party | sad | spot | trip |
| ill | member | path | safe | spread | trouble |
| important | met | peace | salt | square | trust |
| inch | middle | pen | sand | star | truth |
| increase | mill | perfect | sat | station | twelve |
| indeed | minute | perhaps | season | stick | twenty |
| Indian | moment | pick | seat | stock | |
| instead | moon | plan | seed | stood | uncle |
| interest | mount | pleasant | seek | store | understand |
| iron | mouth | pleasure | seize | storm | unite |
| island | Mr. | possible | self | straight | usual |

| | | | | | |
|---------|---------|---------|--------|-----------|----------------------------------|
| valley | waste | west | wild | wonderful | yes |
| value | wave | wheel | win | worth | yesterday |
| view | weak | whether | wing | wrong | END OF SECOND 500 |
| village | wear | whom | wise | | |
| | weather | whose | within | yard | |
| wash | weight | wife | wonder | yellow | |

TYPE LESSONS

Lesson Plans

See the lesson plans given in the third and fifth grades for type lessons with prose selections; also Reading Lesson Plans in Section I.

TYPE LESSON—Poem.

OCTOBER'S BRIGHT BLUE WEATHER

Studies in Reading—Fourth Grade (Pages 75-78)

I. Preparation.

This poem will be all the more meaningful if the children have been all along making nature observations of the weather, of the fall flowers and fruits, of the falling nuts and leaves of bright hues. In order to get the fullest appreciation of the poem, it should, of course, be taught in October. In preparation the teacher should call to mind the pleasure the children have taken during the month in the brightly colored leaves, the fall flowers, in gathering nuts, and in hoarding rosy cheeked apples.

II. Aims.

Teacher's Aim. To lead children to see and appreciate the beautiful nature pictures which make up the charm of the month of October.

Pupil's Aim. To find out why October is Helen Hunt Jackson's favorite month.

III. Presentation.

The teacher says: "I am going to read you a poem Helen Hunt Jackson has written, in which she tells us of the pleasure she finds in the month of October. As I read it, I wish you to listen carefully to find out why October is Helen Hunt Jackson's favorite month.

The teacher reads the entire poem through without interruption.

OCTOBER'S BRIGHT BLUE WEATHER

O, sun and skies and clouds of June
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather.

When loud the bumblebee makes haste,
Belated, thriftless vagrant,
And goldenrod is dying fast,
And lanes with grapes are fragrant;

When gentians roll their fringes tight,
 To save them for the morning,
 And chestnuts fall from satin burs
 Without a sound of warning;

When on the ground red apples lie
 In piles like jewels shining,
 And redder still on old stone walls
 Are leaves of woodbine twining;

When all the lovely wayside things
 Their white-winged seeds are sowing,
 And in the fields, still green and fair,
 Late aftermaths are growing;

When springs run low, and on the brooks,
 In idle, golden freighting,
 Bright leaves sink noiseless in the hush
 Of woods, for winter waiting;

When comrades seek sweet country haunts,
 By twos and twos together,
 And count like misers hour by hour,
 October's bright blue weather.

O, sun and skies and flowers of June,
 Count all your boasts together,
 Love loveth best of all the year
 October's bright blue weather.

—Helen Hunt Jackson.

IV. Study by Parts.

What reasons did the author give for selecting October as her favorite month? Give me one. Give me another reason; and others. Study of the poem by stanzas follows. October and June compared.

First Stanza.

(Children read stanza silently.)

With what month is October compared? Why? In what words does the author tell that October is her favorite month? What does this stanza mean? Yes—that June cannot compare with October. *Rival* here does not mean equal, but rather expresses the idea that June cannot be “compared” with October.

(Stanza is then read aloud.)

October Pictures:

Second Stanza.

(Children read stanza silently.)

What three things are mentioned that can be seen in October? The meaning of—belated, thriftless, vagrant—should be developed.

Belated—behind time.

Vagrant—wanderer.

Thriftless—no thought of saving.

(Stanza is read aloud.)

Third and Fourth Stanzas.

Children read silently to find the four things mentioned in these two stanzas in order to get this October picture.

What is the meaning of—

“And chestnuts fall from satin burs
Without a sound of warning”?

Explain “satin burs.”

(These stanzas are read aloud.)

Fifth, Sixth and Seventh Stanzas.

In what ways do these stanzas tell us the month and season of the year?
(Children read silently to answer this question.)

Do you know any plants that are sowing their white-winged seeds? What time of year is this done? Explain *Aftermaths*—Math means *mowing*, and *aftermath*, therefore, means the after-mowing—the growth after mowing.

Explain “golden freighting.” *Freighting*, here, means floating.

Picture “sweet country haunts”—places where we like to go often.

Why do comrades “count like misers the hours of October’s bright blue weather?”

(These stanzas are read aloud.)

Last Stanza.

What is the meaning of this stanza? Yes, that October is the best month of all the year.

Explain “count all your boasts”—things that can be boasted of.

V. *Re-reading of the Entire Poem.*

Ask children to read so the others may get the fall pictures, the autumn coloring, the sounds that are heard, and to give to those listening somewhat of the enjoyment of the author.

READING

Section VI

FIFTH GRADE

ULTIMATE OBJECTIVES AND GRADE ATTAINMENTS WITH MEANS FOR ACCOMPLISHING THEM

There are certain permanent results that should come from the entire course in reading—certain permanent interests and abilities to be developed and habits to be established—and the work of each grade should definitely contribute to the accomplishment of these objectives.

The four ultimate objectives of the entire course and the grade attainments under each objective with means for accomplishing them are given first in the outline of work for the grade, in order that the teacher may have before her the definite results to be accomplished during the year. These are set *as the standard of achievement* for the year's work, and together with the minimum requirement in the number of books read should be made the basis of promotion. Every week and every month the teacher should ask herself the two questions:

1. Is my work bringing about these results?
2. What is the progress of each child along these lines?

I. PERMANENT INTERESTS IN READING

Attainments

1. An appreciation of good literature through enjoyment and understanding of a number of great poems, great stories, great books.
2. The habit of reading books of real worth,

| | | | |
|---------------|--------------|------------------|-----------|
| Fiction | Science: | Humorous Stories | |
| Poetry | a. Geography | | Biography |
| Bible Stories | b. Nature | | History |
| Travel | c. Invention | | |
| | d. Health | | |
3. Interest in current events—
The beginning of the habit of reading newspapers.
The beginning of the habit of reading children's magazines.
4. To give pleasure to others by oral reading.

Means

1. Interest pupils in good literature by having teacher or child read a chapter or two of some good book, and then give the members of the class an opportunity to finish the book independently. Pupils keep individual list of selections or books read.
2. Provide varied types of reading, such as hero stories, Bible stories, travel, history, fiction, biography, and humorous stories. Call attention to authors, illustrators, etc.

3. Arouse interest in the reading of poetry, by reading aloud to class best literary selections. Follow this by discussion. Select several children to read stanza which each has enjoyed.
4. Grade Library. Encourage much silent reading at home for pleasure. Keep a record of all books read by the grade, showing title and author. Keep in touch with books pupils are reading through class discussions of interesting books pupils have read. Give definite suggestions and help in regard to reading material, especially for pupils who are not interested in outside reading. Assign to individual pupils interesting short stories to be read at home for the purpose of telling or reading to the class.
5. Encourage oral reading at home to give others pleasure.
6. Encourage pupils to bring copies of their books and magazines, such as *St. Nicholas* and *Youth's Companion*. These may be read and enjoyed by the whole group. Keep several interesting books and magazines upon a reading table and permit individual pupils to read these whenever other work is finished. Frequently add new books and call attention to them.
7. Divide the grade into groups. Assign a different author to each group. Children read aloud selections from assigned authors. Discuss same as to similarity, differences, etc.
8. Through the use of a game of authors, children may become familiar with the names of authors and some of their writings. This may lead to a wider interest in authors and to the carrying out of a project either in connection with one author or several.
9. Have pupils bring to the class clippings from newspapers and magazines on projects being studied.
10. Discuss current events. To stimulate interest in current events have the class make a coöperative scrap-book of clippings and pictures from newspapers and magazines.

II. ECONOMICAL AND EFFECTIVE STUDY HABITS

Attainments

RECOGNITION OF NEED FOR STUDY.

1. Ability to discover problems presented in reading.
2. The habit of reading to a problem.
3. Ability to follow accurately printed or written directions.

ANALYSIS OF MATERIAL READ.

1. Ability to interpret selections read.
2. Ability to find the central thought in paragraphs and more difficult selections.
3. Ability to find a series of closely related points in selection read.
4. Ability to determine the relative importance of statements in selection.
5. Ability to find large divisions of a story—units of thought—through discussion directed by teacher.

JUDGMENT.

Ability to draw valid conclusions from material read—through problems assigned by teacher.

REPRODUCTION AND APPLICATION.

1. Ability to reproduce thought of selection.
2. Ability to answer thought-provoking questions asked by pupils or teacher on assigned material.
3. Ability to make use of ideas gained.

Means

HAVE PUPILS—

1. *Find central idea in more difficult paragraphs and selections.*
2. *Discover problems for study in assigned material on various subjects.*
3. *Find series of closely related points in selection read.*
4. *Determine the relative importance of statements.*
5. *Find important units of thought through discussion directed by teacher.*
6. *Find answers to questions asked by pupils and teacher.*
7. *Read in light of a problem.*
8. *Draw valid conclusions through assigned problems and discussions.*
9. *Listen attentively to selection read aloud—held responsible for answering questions or reproducing thought.*
10. *Follow directions accurately.*
11. *Remember and reproduce—reorganizing material through questions.*
12. *Use fourth grade suggestions.*

III. THOROUGH MASTERY OF THE MECHANICS OF READING

A. SILENT READING

Attainments

1. Ability to comprehend material of fifth grade difficulty, as evidenced by answers to fact and thought questions on selections read.
Attain standard for grade as given in a standardized test. Suggested test—Thorndike-McCall Reading Scale.
2. Ability to read with proper speed. Attain standard for grade as given in a standardized test. Suggested standard—Rate in silent reading, as given by Curtis—168 words per minute.
3. The habit of phrase reading.
4. Ability to read more rapidly silently than orally.

Means

1. Use and amplify all suggestions given for third and fourth grades.
2. Have at least half of the reading silent reading.
3. Devote part of the time for reading to reading for study—intensive type, basal material—and part to reading for pleasure—extensive type, supplementary reading.
4. Have much reading of easy interesting stories to improve rate.
5. Provide silent reading in connection with other subjects and projects.

6. Ask children to list words they do not know as they read a selection. Use these for teaching and drill.
 7. Give standardized tests for comprehension and rate, and to locate individual difficulties. Plan remedial work.
- See "Measurement of Reading Ability," in Section I; and "Grouping as a Provision for Individual Differences and Remedial Exercises for Silent Reading," Section XI. Give class standards to attain and keep chart for class, so that pupils may know their own progress.

Attainments**B. ORAL READING**

1. Ability to read orally, clearly and effectively—material of fifth grade difficulty. Suggested standard for grade as given in Gray's "Oral Reading Test."

Means

1. Use and amplify all suggestions given for grades three and four.
2. Consider carefully kinds of selections to be read orally.
3. Be absolutely sure all mechanical difficulties have been mastered.
4. Remember natural expression can result only from pupil's complete understanding of the thought.
5. Use silent reading in preparation for oral reading.
6. Give phrase drills for rhythmic sweep of the eye.
7. Give sight reading of easy interesting material.

Attainments**C. WORD MASTERY****READING VOCABULARY.**

1. Command over a good reading vocabulary.
2. Ability to get words and meanings from the context.
3. Interest shown in acquiring new words.

MECHANICS.

1. Mastery of mechanics should have become a habit.
2. Beginning of voluntary, effective use of the dictionary.

Means

1. Use and amplify fourth grade suggestions.
2. Continue rapid flash of phrases. Review words on pages 100-104.
3. Discover and remedy individual weaknesses in ability to get words by needed drill in phonics.
4. Provide systematic study of prefixes, suffixes, root words, synonyms and antonyms—given at separate period from reading.
5. Encourage children to bring new words to class.
6. Systematic study of words in relation to meaning.
7. Extend the study of the dictionary. Make daily definite assignments of words for which the dictionary should be consulted.
8. Continue the study of the rules of accent and syllabication. Apply rules to new polysyllabic words encountered in reading.
9. Give drills for correct use of unfamiliar words found in context. Simple exercises may be planned by having sentences previously written on the board in which synonyms are used. After drill on meaning of unfamiliar words, permit children to see sentences for the first time, and substitute new words for synonyms.

IV. ECONOMICAL AND EFFECTIVE USE OF BOOKS

Means

1. Emphasize use of several reference books and various source material in preparing an assignment on one topic.
2. Make pupils responsible for observing title, author, illustrator, publisher, and date of publication of books read. Show children the value of knowing these points in judging a book.
3. Insist upon pupils locating all topics by aid of table of contents or index.
4. Call frequent attention to the help to be gained by careful study of paragraph and chapter headings, and glossary.
5. Point out purpose of introduction and preface in books of various types.
6. Train pupils to use supplementary lists of words in back part of dictionary.
7. Train pupils in care of books: (a) How to open new books; (b) How to turn pages; (c) Proper way of placing on shelf; and (d) Use of book-mark.
8. Where possible arrange with librarian for class to visit public library for the purpose of studying card index, etc.

MATERIAL

Much worthwhile reading material of the types suggested for the fourth grade should be provided to give the child a varied experience, broaden his vision and satisfy his interests.

There will be intensive reading and study of selections that the child may grasp the thought and emotion, appreciate the beauty of expression, and give pleasure to others by reading aloud, while much extensive silent reading of easy material, covering all phases of life, and full of action and spirit, should be provided to develop the habit of reading.

Adopted Text

Studies in Reading, grade five.

Minimum Number of Books to be Read (Eight Months Term)—Five

One book of fourth grade standard or a fourth reader.

Read this book rapidly at the beginning of the term for review.

One basal fifth reader—Studies in Reading, grade five.

Read this book intensively.

One supplementary fifth reader.

Two easy supplementary books of fifth grade standard.

While Studies in Reading, grade five, is being read, and during the rest of the term use two books at the same time, one used for intensive reading, and an easy book used three times a week or oftener for content, practice and pleasure. Much silent reading of easy material should be given as seat work, and the reading period used for reproduction and discussion with parts of the selection read orally at times. Sets of supplementary books should be owned by the school, or sent out from the superintendent's office.

Suggested List of Supplementary Books

Fourth and Fifth Readers of the series given for the First Grade.

Books listed for the Fourth Grade:

- Thirty More Famous Stories—*American Book Co.*, New York.
 Reading Literature, Fifth Reader—*Row, Peterson Co.*, Chicago.
 The Silent Reader V—*John C. Winston Co.*, Philadelphia.
 The Boys' and Girls' Reader, Book V—*Houghton-Mifflin Co.*, New York.
 Alice's Adventures in Wonderland—*Macmillan Co.*, New York.
 Robin Hood, Warren—*Rand McNally Co.*, Chicago, Ill.
 Robin Hood, Pyle—*Chas. Scribner's Sons*, New York.
 Heidi—*Ginn & Co.*, New York.
 King of the Golden River—*D. C. Heath & Co.*, New York.
 Four Great Americans—*American Book Co.*, New York.
 American Life and Adventure—*American Book Co.*, New York.
 I Am an American—*Houghton-Mifflin Co.*, New York.
 North Carolina History Stories—*Johnson Publishing Co.*, Richmond, Va.
 Around the World Series, Book IV—*Silver Burdett & Co.*, Atlanta, Ga.
 The Japanese Twins—*Houghton-Mifflin Co.*, New York.
 The Jungle, Book I—*Chas. Scribner's Sons*, New York.

Grade Library

Books in the grade library are for pleasure and reference reading.

1. Reading when work is finished.
2. Audience reading.
3. In connection with other subjects.
4. Home reading.

Lists of books will be furnished by the State Department of Education. Provide a short period each week for interesting the children. Call this the "Library Hour." Each child should read at least five books during the year. See suggestions given for the third grade, page 85, and in Section I, *Guiding Principles*.

Reading to Children

As a part of the course in every grade poems, stories and books are read to the children. At least eight poems and eight stories should be read during the term. Grade lists are given in Section XII, *Reading to Children*.

WORD MASTERY**Reading Vocabulary**

See: "Grade Attainments and Means" in "Thorough Mastery of Mechanics."

Mastery of Mechanics

See: Course in Phonics, Section IX.

Dictionary Study

See: "Increasing the Vocabulary" in "Silent Reading Exercises," Section X.

SILENT READING

Importance. See "Silent Reading," in Section I.

Silent Reading Exercises—Section X

TESTS

Measurement of Reading Ability, in Section I.

Grade Attainments and Means given in "Thorough Mastery of Mechanics," in this grade outline.

INDIVIDUAL DIFFERENCES AND REMEDIAL WORK

Grouping as a Provision for Individual Differences and Remedial Work in Developing Reading Ability, Section XI.

TYPE LESSONS

Lesson Plans

See *Reading Lesson Plans* in Section I.

See, also, Section X, *Silent Reading Exercises*.

Silent Reading Lesson Plan

DANIEL WEBSTER'S FIRST CASE

Studies in Reading, Fifth Grade, pp. 91-94.

I. Teacher's Aim.

1. To help children interpret the story.
2. To train children to study in the light of a problem.
3. To train children to select and organize data so as to answer the problem.
4. To help children outgrow habits which retard efficient silent reading, such as lip movement and pointing.

II. Motivating Questions.

1. Was the father's decision as judge a just one?
2. What were the points made by Ezekiel in his speech?
3. What were the points made by Daniel?
4. Which do you think made the stronger speech, and why?

III. Organization of Story.

1. Damage done by woodchuck to Mr. Webster's garden.
2. Ezekiel wants to kill the woodchuck; Daniel wants to set him free.
3. They appeal to their father.
4. Agree to try the case before their father, who acts as judge.
5. The decision.

IV. Method of Procedure.

A. Preparation.

1. Preparatory Discussion.

How many of you know a speaker you like to hear? Why do you enjoy hearing him? A person can speak best when he is full of his subject. Some lawyers can speak so well and so earnestly that they can influence others to think as they do. This is a story of Daniel Webster's first speech, made when he was quite a young boy. Later on he became a great speaker and a great statesman. Let us find the circumstances under which he made his first speech.

2. Phrases Read in Introducing Story.

| | |
|---|--|
| <i>Teacher:</i> | <i>Students read from the board:</i> |
| This is what Daniel Webster's father had— | A garden, of which he was justly proud. |
| This is what a woodchuck did— | Got into the garden and destroyed many plants. |
| This is what Daniel and his brother did— | Set a trap for him. |
| Several mornings later they found— | That the woodchuck had been caught. |
| Ezekiel proposed— | To kill the animal at once. |
| Daniel pitied the creature— | And proposed to set him free. |
| This is what the father said— | Well, boys, let us try the case. |

3. Teacher writes on the board motivating questions.

B. Silent Reading—Study at Seats.

Children are asked to first read the story through rapidly to get the general thought, and then to reread it very carefully to find the answers to the motivating questions.

NOTE.—They are told to list any words the meaning or pronunciation of which they are not "sure." Later, as the children work out the large divisions of the story, selecting the closely related points, these words become clear, as they are involved in getting the thought.

C. Recitation Period.

1. Provision for Child's Organization of Story—The teacher asks:

Find different parts of story: first part, second part, third part, fourth part, ending.

As children find these parts, teacher writes the outline on the board.

2. Provision for Pupil's Judgment.

- (1) What caused the boys to appeal to their father to settle the dispute?
- (2) What five points do you find in Ezekiel's argument? Were his points good?
- (3) What impression did Ezekiel's speech make on the father?
- (4) What are the strongest points Daniel made in favor of the woodchuck?
- (5) Which won the case for Daniel—his points or his manner of speaking?
- (6) What was the effect of Daniel's speech on his father?
- (7) Why was the father proud of both boys?

V. Provisions for Self-Expression.

Dramatize the story. Have pupils choose speaker to impersonate Ezekiel, Daniel. Let other pupils judge which won.

Type Lesson

THE FIGHT

Studies in Reading, Grade Five, pages 131-134.

1. Assignment.

Teacher—You are to read the story, the title of which is "The Fight." From the title what would you naturally expect to find out in reading the story?

Probable Answers—Who fought? What caused the fight? Who won? Was it a fair fight? Which was right? What kind of people were those who fought?

Motive for Reading—These answers arouse interest and naturally become the motives for reading the story.

2. Lesson Procedure.

The children are first asked to read the story through rapidly to get the thought as a whole. Then the study of the lesson begins to find the answers to questions through which the large divisions of the story are brought out.

Teacher—Read silently the introductory paragraph to see which point is answered in it.

The children readily find that *the cause* of the trouble is told here.

Teacher—Can you justify Stardi in telling on Franti? Could you tell the meaning of *revenge* from its use here? Read silently as far as you need to do so, to find out *how* Franti sought revenge on Stardi.

Children read to middle of page 132, where they stop, and answer the questions asked by the teacher. Children volunteer opinions as to what they think of the act.

Teacher—What will we naturally expect to find out now?

Probable Answers—What Stardi did—All about the fight.

Teacher—Read silently the section that tells about the fight.

Children read.

Teacher—Who naturally has the advantage? In what way was Stardi handicapped? Then why could he put up such a good fight?

Probable Answers—He wasn't afraid—He was defending his sister—His cause was just.

Teacher—With whom was the sympathy of the bystanders? Mention the ways in which Stardi showed his courage.

Probable Answers—He wasn't afraid to tell on a bully in defending an innocent person—He defended his sister, though it meant fighting a bigger boy—He kept right on fighting after his ear was torn, his nose bloody, and his eye was bruised—Would not surrender—Defended himself in the only way he could against the knife.

3. Conclusion.

Teacher—When the fight ended, what did you find out about the character of the two boys?

Do you think Stardi was justified in fighting under such circumstances?

Then what does the story teach?

Have all our points been answered?

NOTE.—Children readily see that the story falls into the following divisions or outline:

1. The cause of the fight.
2. How Franti seeks revenge.
3. The account of the fight.
4. Its effect on the two boys.

What is the most interesting portion of the story?

Probable Answer—The account of the fight.

For training in expressive oral reading the teacher might have this section read aloud. The motive could be—Read this part so well you will actually make us see the fight.

NOTE.—It will be observed that this lesson is almost entirely a teacher-directed lesson. However, after such training, it should not be long before children themselves are able to read over a story and find the lesson it teaches, the outline or thought divisions, and to formulate questions which bring out the main thoughts.

READING

Section VII

SIXTH GRADE

ULTIMATE OBJECTIVES AND GRADE ATTAINMENTS WITH MEANS FOR ACCOMPLISHING THEM

There are certain permanent results that should come from the entire course in reading—certain permanent interests and abilities to be developed and habits to be established—and the work of each grade should definitely contribute to the accomplishment of these objectives.

The four ultimate objectives of the entire course and the grade attainments under each objective with means for accomplishing them are given first in the outline of work for the grade, in order that the teacher may have before her the definite results to be accomplished during the year. These are *set as the standard of achievement* for the year's work, and together with the minimum requirement in the number of books read should be made the basis of promotion. Every week and every month the teacher should ask herself the two questions:

1. Is my work bringing about these results?
2. What is the progress of each child along these lines?

I. PERMANENT INTERESTS IN READING

Attainments

1. An appreciation of good literature through enjoyment and understanding of a number of great poems, great stories, great books.
2. The habit of reading books of real worth—

| | | |
|---------------|--------------|------------------|
| Fiction | Science | Humorous Stories |
| Poetry | a. Geography | Biography |
| Bible Stories | b. Nature | History |
| Travel | c. Invention | |
| | d. Health | |
3. Interest in current events—

The beginning of the habit of reading newspapers.

The beginning of the habit of reading children's magazines.
4. To give pleasure to others by oral reading.

Means

1. Interest pupils in good literature by having teacher or child read a chapter or two of some good book and then give the members of the class an opportunity to finish the book independently. Pupils keep individual list of selections or books read.
2. Provide varied types of reading, such as hero stories, Bible stories, travel, history, fiction, biography and humorous stories. Call attention to authors, illustrators, etc.

3. Arouse interest in the reading of poetry by reading aloud to class the best literary selections. Follow this by discussion. Select several children to read stanza which each has enjoyed.
4. Grade Library. Encourage much silent reading at home for pleasure. Keep a record of all books read by the grade, showing title and author. Keep in touch with books pupils are reading through class discussions of interesting books pupils have read. Give definite suggestions and help in regard to reading material especially for pupils who are not interested in outside reading. Assign to individual pupils interesting short stories to be read at home for the purpose of telling or reading to the class. Write on board at frequent intervals list of worth-while books to be read.
5. Encourage oral reading at home to give others pleasure.
6. Encourage pupils to bring copies of their books and magazines, such as *St. Nicholas* and *Youth's Companion*. These may be read and enjoyed by the whole group. Keep several interesting books and magazines upon a reading table and permit individual pupils to read these whenever other work is finished. Frequently add new books and call attention to them.
7. Divide the grade into groups. Assign a different author to each group. Children read aloud selections from assigned authors. Discuss same as to similarity, difference, etc.
8. Through the use of a game of authors, children may become familiar with the names of authors and some of their writings. This may lead to a wider interest in authors and to the carrying out of a project either in connection with one author or several.
9. Have pupils bring to class clippings from newspapers and magazines on projects being studied.
10. Discuss current events. To stimulate interest in current events, have the class make a co-operative scrap-book of clippings and pictures from newspapers and magazines.

II. ECONOMICAL AND EFFECTIVE STUDY HABITS

Attainments

RECOGNITION OF NEED FOR STUDY.

1. Ability to discover problems presented in reading.
2. The habit of reading to a problem.
3. Ability to follow accurately written or printed directions.

ANALYSIS OF MATERIAL READ.

1. Ability to interpret selections.
2. Ability to find the central thought.
3. Ability to organize the content of a selection, grasping the large ideas with supporting details in proper sequence.
4. Ability to determine the relative value of facts.
5. Ability to summarize.

JUDGMENT.

1. Ability to draw valid conclusions.

REPRODUCTION AND APPLICATION.

1. Ability to reproduce thought of selection.
2. Ability to answer thought-provoking questions.
3. Ability to make use of ideas gained.

Means

HAVE PUPILS—

1. *Find central idea*—in still more difficult paragraphs and long stories.
2. *Discover problems for study and investigation*—in reading material and other subjects. Read in the light of a problem.
3. *Find a series of closely related points*—in reading selections and materials drawn from other school subjects.
4. *Find important units of thought*. Choose a name for important divisions. Have pupils indicate where each large unit begins and ends—reading the introduction and closing sentences.
5. *Determine the relative importance of statements*. Distinguish between important and unimportant. Summarize essential points.
6. *Find answers to thought-provoking questions asked by pupils and teacher*—in reading selections and in material drawn from other school subjects.
7. *Select facts which relate to a problem under discussion*. This requires training in looking up topics in text-books and books of reference, and newspapers.
8. *Draw valid conclusions from material read*—in difficult selections and material drawn from various subjects.
9. *Judge validity of statements*—in material read. Critical attitude encouraged.
10. *Train in keen critical interpretations*. Pupils trained to distinguish between passages which need critical study and those which do not.
11. *Associate material read with previous experience*. Have children use their knowledge of geography and history in understanding selections containing such references or associations.
12. *Listen attentively to selection read aloud*—held responsible for answering questions or reproducing thought.
13. *Follow directions accurately*.
14. *Remember and reproduce*—reorganizing material through questions.
15. *Use fourth and fifth grade suggestions*.

III. THOROUGH MASTERY OF THE MECHANICS OF READING

A. SILENT READING

Attainments

1. Ability to comprehend material of sixth-grade difficulty as evidenced by answers to fact and thought questions on selections read. Attain standard for grade as given in a standardized test. Suggested test: Thorndike-McCall Reading Scale.

2. Ability to read with proper speed. Attain standard for grade as given in a standardized test. Suggested standard: Rate in silent reading as given by Courtis—191 words per minute.
3. The habit of phrase reading.
4. Ability to read more rapidly silently than orally.

Means

1. Continue application of suggestions given for fourth and fifth grades.
2. Give special drill on any points noted for previous grades in which sixth-grade pupils seem to have difficulty.
3. Increase amount of time given to silent reading—two-thirds silent, one-third oral.
4. Give ample opportunity for reading easy, interesting stories to secure better rate.
5. Motivate silent reading of reference material by definite assignments in connection with projects or problems being studied.
6. Determine by means of standardized and informal tests the difficulties children encounter in silent reading and apply appropriate remedial measures.
7. Work specifically for improving comprehension and rate. (See Silent Reading Exercises.) Give the class standards to attain and keep chart for class so that pupils may know their own progress.
8. Rereading familiar material increases rate. Motivate. Reading easy material to find answer to questions increases rate.
9. Give constantly drills on phrases or groups of words to lengthen eye-sweep.

B. ORAL READING

Attainments

1. Ability to read orally, clearly and effectively, material of sixth-grade difficulty. Suggested standard for grade as given in Gray's "Oral Reading Test."
2. Desire to read well both silently and orally.

Means

1. Continue application of points noted for fourth and fifth grades.
2. Provide for special drill on any points previously noted which have not been *habituated by the class or by individual members*.
3. Provide motive for reading. Plan regularly for audience reading. See Stone's "Silent and Oral Reading."
4. Remember natural expression can result only from a pupil's thorough understanding of the thought with complete mastery of all word difficulties before oral reading is attempted; therefore, silent study and discussion of a selection should precede oral reading. The relation of thorough understanding to pleasurable oral reading is comprehended by every child.
5. Use Gray's "Oral Reading Test." Diagnose individual weaknesses and apply remedial work.

C. WORD MASTERY

Attainments

1. Command over a good reading vocabulary.
2. Interest in acquiring new words.
3. Ability to get words and meanings from context.
4. The habit of using the mechanics of reading effectively.
5. The habit of using the dictionary effectively.

Means

1. Provide for special drill on any points previously noted which have not become habituated by the class or individual members of the class. Continue application of points noted for fourth and fifth grades.
2. Place a greater emphasis on word analysis and derivation of meaning.
3. Insist upon the independent use of the dictionary when needed.
4. Provide systematically for increasing and strengthening the vocabulary. See suggestions given in Silent Reading Exercises, Section X. Review constantly words given on pages 100-104.

IV. ECONOMICAL AND EFFECTIVE USE OF BOOKS

Attainments

Ability to use books intelligently—

a. Library.

Reference books and encyclopedias.

b. Book Helps.

Index

Glossary

Table of Contents

Chapter Headings

Notes

Means

1. Emphasize use of several reference books and various source material in preparing an assignment on one topic.
2. Develop habit of evaluating material to be used in preparing assignments by aid of table of contents, index, chapter and paragraph headings.
3. Develop habit of reading preface and introduction.
4. Continue the training in care of books: (a) How to open new books; (b) How to turn pages; (c) Proper way of placing on shelf; and (d) Use of bookmark.
5. Teach meaning and use of footnote, marginal note and cross reference if discovered in any material studied.
6. Where possible, arrange with librarian for class to visit public library for the purpose of studying the use of card index, lists, etc.

MATERIAL

For the sixth grade it is the same "world pageant" that is to be presented to the children to deepen and extend their understanding and sympathies. The literature selected should give a wide and effective revelation of life in its various aspects and in every land, for through it we develop the children's

appreciations, ideals, worth while interests, and the habit of world wide observation of human affairs which should constitute the most important non-physical leisure occupation of men and women.

There will be intensive reading and study of selections that the child may grasp the thought and emotion, appreciate the beauty of expression and give pleasure to others by reading aloud, while much extensive reading of easy material will satisfy the child's story interests, give varied experiences and develop the habit of reading.

Adopted Text

Studies in Reading, Grade Six.

Minimum Number of Books to be Read (Eight Months Term)—Five

One book of fifth-grade standard or a fifth reader.

Read this book rapidly at the beginning of the term for review.

One basal sixth reader—Studies in Reading, Grade Six.

To be read intensively.

One supplementary fifth reader.

Two easy supplementary books of fifth-grade standard.

While Studies in Reading, Grade Five, is being read, and during the rest of the term use two books at the same time, one used for intensive reading, and an easy book used three times a week or oftener for content, practice and pleasure. Much silent reading of easy material should be given as seat work and the reading period used for reproduction and discussion, with parts read aloud at times. Sets of supplementary books should be owned by the school or sent out from the superintendent's office.

Suggested List of Supplementary Books

Books listed for the fifth grade.

Fifth and sixth readers of the series listed for the first grade.

Hiawatha—*Houghton-Mifflin Co.*, New York.

Reading Literature VI—*Row, Peterson Co.*, Chicago.

The Silent Reader VI—*John C. Winston Co.*, Philadelphia.

The Boys' and Girls' Reader VI—*Houghton-Mifflin Co.*, New York.

King Arthur (Warren)—*Rand McNally Co.*, Chicago.

Evangeline (Riverside Literature Series)—*Houghton-Mifflin Co.*, New York.

Famous Men of Greece—*American Book Co.*, New York.

In the Days of Giants—*Houghton-Mifflin Co.*, New York.

The Wonder Book—*Houghton-Mifflin Co.*, New York.

Tanglewood Tales—*Houghton-Mifflin Co.*, New York.

Gulliver's Travels—*Ginn & Co.*, New York.

Swiss Family Robinson—*Ginn & Co.*, New York.

Great Inventors and Their Inventions—*American Book Co.*, New York.

History Stories of Other Lands, Books III and IV—*Row, Peterson Co.*, Chicago.

Makers of North Carolina History—*Thompson Publishing Co.*, Raleigh, N. C.

Around the World, Book V—*Silver, Burdett Co.*, Atlanta, Ga.

Stories of South America—*Johnson Publishing Co.*, Richmond, Va.

The French Twins—*Houghton-Mifflin Co.*, New York.

Lobo Rag and Vixen—*Chas. Scribner Sons*, New York.

Roof and Meadow—*Houghton-Mifflin Co.*, New York.

Diggers in the Earth—*Houghton-Mifflin Co.*, New York.

American Book of Golden Deeds—*American Book Co.*, New York.

Grade Library

Books in the grade library are for pleasure and reference reading.

1. Reading when work is finished.
2. Audience reading.
3. In connection with other subjects.
4. Home reading.

Lists of books will be furnished by the State Department of Education. Provide a short period each week for interesting the children. Call this the "Library Hour." Each child should read at least five books during the year. See suggestions given for the third grade and in Section I, *Guiding Principles*.

Reading to Children

As a part of the course in every grade, poems, stories and books are read to the children. At least eight poems and eight stories should be read during the term. Grade lists are given in Section XII, *Reading to Children*.

WORD MASTERY

Reading Vocabulary

See "Grade Attainments and Means" in "Thorough Mastery of Mechanics."

Mastery of Mechanics

See Course in Phonics, Section IX.

Dictionary Study

See "Increasing the Vocabulary" in "Silent Reading Exercises," Section X.

SILENT READING

Importance. See "Silent Reading," Section I.

Silent Reading Exercises, Section X.

TESTS

Measurement of Reading Ability. Section I.

Grade Attainments and Means given in "Thorough Mastery of Mechanics," this grade outline.

INDIVIDUAL DIFFERENCES AND REMEDIAL WORK

Grouping as a Provision for Individual Differences and Remedial Work in Developing Reading Ability. Section XI.

TYPE LESSONS

Lesson Plans

See *Reading Lesson Plans* in Section I.

See also Section X, *Silent Reading Exercises*.

Suggested Lesson Plan

A MESSAGE TO GARCIA

Studies in Reading, Sixth Reader, Pages 107-114.

I. Assignment.

First Part—The Introduction—Pages 107-108 (Teacher works with children).

Children were asked to read the introduction silently to find out the points that would make the story an interesting one.

These were the points as given by the children.

- a. Written by Elbert Hubbard.
- b. Popular story.
- c. True story—founded on historical incident.
- d. Why Rowan was chosen.
- e. What he did.

Second Part—The Story—Pages 109-114 (for study at seats).

1. Children were told to read the story through rather quickly from beginning to end to get the story as a whole. They were asked to stand as they finished reading the lesson. The teacher took record from her watch of the time they started. Then as each pupil finished, the time taken for reading the lesson was recorded. If the story was read according to the standard rate of reading for the sixth grade, it would require 7 1-5 minutes to read the story. Six children read within this time limit. Several had not finished at the end of 12 minutes. It was observed that the children who read most rapidly were the ones who were most responsive to thought and problem questions throughout the lesson procedure. It was observed also that some of the children who read slowly were lip readers.
2. They were then asked to reread it silently, considering the following problem questions:
 - a. What is the meaning of "Carry a message to Garcia"?
 - b. What two kinds of persons are described in the story?
 - c. What purpose did the author have in mind in writing this story?
 - d. Select any portions to read aloud that you consider especially strong or told in forceful language.

NOTE.—The children were told to list any words the meaning and pronunciation of which were not clear, and to ask about these the first thing in the beginning of the recitation.

II. Organization of Story.

1. Rowan carries a message to Garcia.
2. Types of persons described who *can't* be depended on to "carry a message to Garcia"—
 - a. The indifferent clerk.
 - b. The ignorant stenographer.
 - c. The dissipated bookkeeper.
 - d. Those who are weeded out in stores and factories.
 - e. The man with the wrong mental attitude.
3. The man who *can* "carry a message to Garcia" or the qualities it takes to succeed.

III. Recitation. Silent and Oral Reading Procedure.

Teacher—What type of man is described in the first part of the story?
 Children read to find the answer. Discussion follows of the qualities it takes to "carry a message to Garcia or to *do the thing*."

Teacher—Are these persons rare? What types are next described?
 Children read and later discuss the types of persons who *can't* carry a message to Garcia—as described in the clerk; the stenographer; the man of bad habits; the one who can't be depended on; the one with the wrong moral attitude.

Teacher—Why does the author picture both the man *who can* and the man *who can't* (or won't)?

With whom is the sympathy of the author—the employer or the employee?
 Find and read aloud the part which causes you to answer as you do.
 Why can he speak understandingly of each?

Select and read aloud any portions of the story that you enjoyed or were well told.

The following are some of the selections read aloud:

"No man, who has endeavored to carry out an enterprise where many hands were needed, but has been well-nigh appalled at times by the imbecility of the average man—the inability or unwillingness to concentrate on a thing and do it. Slipshod assistance, foolish inattention, dowdy indifference, and half-hearted work seem the rule; and no man succeeds unless by hook or crook or threat he forces or bribes other men to assist him; or mayhap God in His goodness performs a miracle, and sends him an Angel of Light for an assistant."

"We have recently been hearing much maudlin sympathy expressed for the 'down-trodden denizen of the sweatshop' and the 'homeless wanderer searching for honest employment,' and with it all often go many hard words for the men in power."

"Nothing is said about the employer who grows old before his time in a vain attempt to get frowsy ne'er-do-wells to do intelligent work; and his long, patient striving with 'help' that does nothing but loaf when his back is turned. In every store and factory there is a constant weeding-out process going on. The employer is constantly sending away 'help' that have shown their incapacity to further the interests of the business, and others are being taken on. No matter how good times are, this sorting continues, only if times are hard and work is scarce, the sorting is

done finer—but out, and forever out, the incompetent and unworthy go. It is the survival of the fittest. Self-interest prompts every employer to keep the best—those who can carry a message to Garcia.”

“My heart goes out to the man who does his work when the ‘boss’ is away as well as when he is at home. And the man who, when given a letter for Garcia, quietly takes the missive, without asking any idiotic questions, and with no lurking intention of chucking it into the nearest sewer, or of doing aught else but deliver it, never gets ‘laid off,’ nor has to go on a strike for higher wages.”

“Civilization is one long, anxious search for just such individuals. Anything such a man asks shall be granted; his kind is so rare that no employer can afford to let him go. He is wanted in every city, town, and village—in every office, shop, store, and factory. The world cries out for such; he is needed, and needed badly—the man who can carry a message to Garcia.”

IV. *Conclusions Reached and Problems Solved.*

Can you show me that you understand the meaning of “Carry a Message to Garcia” by expressing the idea in another way?

Why did the general passenger agent of the New York Central have this story reprinted for distribution?

What was the author’s purpose in writing the story?

Do you know any persons who are “carrying a message to Garcia”?

How can the boys and girls in our class “carry a message to Garcia”?

By way of explanation:

Such attention to pronunciation and meaning of words was given as the needs of the children called for and words and phrases were made clear as they were involved in discussing the thought of the story; for example, one child asked the meaning of *socialism*. The teacher suggested that a rereading of the entire paragraph (bottom of page 111 and top of page 112) might help clear up the meaning of the word. The discussion which followed this reading served to clear up the difficulty.

Effective oral reading of the portions selected to be read aloud to the class followed as the result of an understanding and appreciation of the meaning of the selection and a mastery of all word difficulties as they were involved in getting the thought.

In planning the lesson the emphasis was placed upon the larger units of thought and the details were considered as bearing upon these larger values rather than as mere fragments. Always the comprehension and appreciation of the major thoughts and feelings were the ultimate ends sought.

Other Lesson Plans

See fourth, fifth and seventh grade type lessons.

See Silent Reading Exercises, Section X.

READING

Section VIII

SEVENTH GRADE

ULTIMATE OBJECTIVES AND GRADE ATTAINMENTS WITH MEANS FOR ACCOMPLISHING THEM

There are certain permanent results that should come from the entire course in reading—certain permanent interests and abilities to be developed and habits to be established—and the work of each grade should definitely contribute to the accomplishment of these objectives.

The four ultimate objectives of the entire course and the grade attainments under each objective, with means for accomplishing them, are given first in the outline of work for the grade, in order that the teacher may have before her the definite results to be accomplished during the year. These are *set as the standard of achievement* for the year's work, and, together with the minimum requirement in the number of books read, should be made the basis of promotion. Every week and every month the teacher should ask herself the two questions:

1. Is my work bringing about these results?
2. What is the progress of each child along these lines?

I. PERMANENT INTERESTS IN READING

Attainments

1. An appreciation of good literature through enjoyment and understanding of a number of great poems, great stories, great books.
2. The habit of reading books of real worth—

| | | |
|---------------|--------------|------------------|
| Fiction | Science | Humorous Stories |
| Poetry | a. Geography | Biography |
| Bible Stories | b. Nature | History |
| Travel | c. Invention | |
| | d. Health | |
3. Interest in current events—
 - The beginning of the habit of reading newspapers.
 - The beginning of the habit of reading children's magazines.
4. To give pleasure to others by oral reading.

Means

1. Interest pupils in good literature by having teacher or child read a chapter or two of some good book and then give the members of the class an opportunity to finish the book independently. Pupils keep individual list of selections or books read.
2. Provide varied types of reading, such as hero stories, Bible stories, travel, history, fiction, biography and humorous stories. Call attention to authors, illustrators, etc.

3. Arouse interest in the reading of poetry by reading aloud to class best literary selections. Follow this by discussion. Select several children to read stanza which each has enjoyed.
4. Grade Library. Encourage much silent reading at home for pleasure. Keep a record of all books read by the grade, showing title and author. Keep in touch with books pupils are reading through class discussions of interesting books pupils have read. Give definite suggestions and help in regard to reading material, especially for pupils who are not interested in outside reading. Assign to individual pupils interesting short stories to be read at home for the purpose of telling or reading to the class. Write on board at frequent intervals list of worthwhile books to be read.
5. Encourage oral reading at home to give others pleasure.
6. Encourage pupils to bring copies of their books and magazines, such as *St. Nicholas* and *Youth's Companion*. These may be read and enjoyed by the whole group. Keep several interesting books and magazines upon a reading table and permit individual pupils to read these whenever other work is finished. Frequently add new books and call attention to them.
7. Divide the grade into groups. Assign a different author to each group. Children read aloud selections from assigned authors. Discuss same as to similarity, difference, etc.
8. Through the use of a game of authors, children may become familiar with the names of authors and some of their writings. This may lead to a wider interest in authors and to the carrying out of a project either in connection with one author or several.
9. Have pupils bring to class clippings from newspapers and magazines on projects being studied.
10. Discuss current events. To stimulate interest in current events, have the class make a coöperative scrap-book of clippings and pictures from newspapers and magazines.

II. ECONOMICAL AND EFFECTIVE STUDY HABITS

Attainments

RECOGNITION OF NEED FOR STUDY.

1. Ability to discover problems presented in reading.
2. Ability to follow accurately written or printed directions.
3. The habit of reading to a problem.

ANALYSIS OF MATERIAL READ.

1. Ability to interpret selections.
2. Ability to find the central thought.
3. Ability to organize the content of a selection, grasping the large ideas with supporting details in proper sequence.
4. Ability to determine the relative value of facts.
5. Ability to summarize.

JUDGMENT.

1. Ability to draw valid conclusions.
2. Ability to judge the validity of statements.

REPRODUCTION AND APPLICATION.

1. Ability to reproduce thought of selection.
2. Ability to answer thought-provoking questions.
3. Ability to make use of ideas gained.

Means

HAVE PUPILS—

1. *Find the central idea*—in still more difficult paragraphs and long stories. Careful analysis and clear thinking required.
2. *Discover problems for study and investigation*—in connection with content subjects. Pupils given opportunity to read for a day or two to discover problems which should be studied in connection with a given topic.
3. *Find a series of closely related points*—in difficult selections and material drawn from several sources. Statements carefully worded. Relationships clearly indicated by form of organization.
4. *Determine the relative importance of statements*—in more or less difficult material. Pupils required to discuss relative values freely and to criticize the organization and relative value of various parts of assigned material.
5. *Find answers to thought-provoking questions which are asked by pupils or teacher*—in relatively difficult assigned selections; in material from various sources selected in part by pupils.
6. *Select facts which relate to a problem under discussion*—in difficult passages and in material selected independently by the pupils. This requires training in looking up topics in text-books and books of reference.
7. *Draw valid conclusions from material read*—in difficult selections and material drawn from various sources. Pupils required to state conclusions and to give evidence which supports them.
8. *Judge validity of statements*—in material read. Critical attitude encouraged. Pupils trained in the various types of source material in determining the validity of statements.
9. *Train in keen critical interpretations*—of difficult material. Pupils trained to distinguish between passages which need careful study and those which do not. Special training provided in the use of appropriate helps and in keen interpretations of materials.
10. *Find important units of thought*. Choose a name for important divisions of the story. Write name chosen, introductory and closing words. Emphasize the limits of complete thought units by requiring pupils to read to class introductory and closing words of a given unit.
11. *Associate material read with previous experience*—in selections containing references to various fields, such as history, geography, nature study, etc. Relationship to these general fields recognized and brought out by pupils.
12. *Lead children to listen attentively*—to long selections. Pupils responsible for answering questions on or reproduction of selections to which they have listened.

13. *Have children follow directions accurately*—directions for games, for work in connection with projects, etc.
14. Have pupils select the part of the story that gives the most knowledge of a certain character.
15. Lead pupils to judge characters in a story, giving reasons for their judgment.
16. *Lead pupils to find descriptions*—in material ordinarily read by the grade.
17. *Remember and reproduce*—material from several sources, organized and put in form for a coherent, clear-cut presentation.
18. *Dramatize selections or single chapters from any long selection*—make definite assignments for home reading to groups of pupils in order that they may work out the necessary details for simple dramatization.
19. Have pupils compare characters in stories to those in life. Select chief characters and minor characters.
20. *Discuss title*—Why has author chosen title? After reading part of story, lead children to suggest suitable titles. Show relationship between title and story.

III. THOROUGH MASTERY OF THE MECHANICS OF READING

A. SILENT READING

Attainments

1. Ability to comprehend material of seventh-grade difficulty as evidenced by answers to fact and thought questions on selections read. Attain standard for grade as given in a standardized test. Suggested test: Thorndike-McCall Reading Scale.
2. Ability to read with proper speed. Attain standard for grade as given in a standardized test. Suggested standard: Rate in silent reading as given by Starch—216 words per minute.
3. The habit of phrase reading.
4. Ability to read more rapidly silently than orally.

Means

1. Continue application of suggestions given for fourth and fifth grades.
2. Give special drill on any points noted for previous grades in which sixth-grade pupils seem to have difficulty.
3. Increase amount of time given to silent reading—two-thirds silent—one-third oral.
4. Give ample opportunity for reading easy interesting stories to secure better rate.
5. Motivate silent reading of reference material by definite assignments in connection with projects or problems being studied.
6. Determine by means of standardized and informal tests the difficulties children encounter in silent reading, and apply appropriate remedial measures.

7. Work specifically for improving comprehension and rate—See Silent Reading Exercises. Give class standards to attain and keep chart for class, so that pupils may know their progress.
8. Rereading familiar material increases rate. Motivate. Reading easy material to find answer to questions increases rate.
9. Give constantly drills on phrases or groups of words to lengthen eye-sweep.
10. Help pupils to recognize the difference between quick reading with slight attention to details, and careful, intensive reading, by training them to quickly scan a paragraph or page for the purpose of deciding whether its content is worthy of careful study.

B. ORAL READING

Attainments

1. Ability to read orally, clearly, and effectively—material of seventh-grade difficulty. Suggested standard for grade—as given in Gray's "Oral Reading Test."
2. Desire to read well both silently and orally.

Means

1. Continue application of points noted for fifth and sixth grades.
2. Provide for special drill on any points previously noted which have not been *habituated by the class or by individual members*.
3. Provide motive for reading. Plan regularly for audience reading. See Stone's "Silent and Oral Reading."
4. Remember natural expression can result only from a pupil's thorough understanding of the thought, with complete mastery of all word difficulties, before oral reading is attempted; therefore silent study and discussion of a selection should precede oral reading. The relation of thorough understanding to pleasurable oral reading is comprehended by every child.
5. Use Gray's "Oral Reading Test"—diagnose individual weaknesses and apply remedial work.

C. WORD MASTERY

Attainments

1. Command over a good reading vocabulary.
2. Interest in acquiring new words.
3. Ability to get words and meanings from context.
4. The habit of using the mechanics of reading effectively.
5. The habit of using the dictionary effectively.

Means

1. Provide for special drill on any points previously noted which have not become habituated by the class or individual members of the class. Continue application of points noted for fourth and fifth grades.
2. Place a greater emphasis on word analysis and derivation of meaning.
3. Insist upon the independent use of the dictionary when needed.
4. Provide systematically for increasing and strengthening the vocabulary. See suggestions given in Silent Reading Exercises, Section X. Have pupils *master* the words given on pages 100-104.

IV. ECONOMICAL AND EFFECTIVE USE OF BOOKS

Attainments

Ability to use books intelligently.

a. Library—Reference books and encyclopedia.

b. Book Helps:

Index

Glossary

Table of Contents

Chapter Headings

Notes

Means

1. Emphasize use of several reference books and various source material in preparing an assignment on one topic.
2. Develop habit of evaluating material to be used in preparing assignments by aid of table of contents, index, chapter, and paragraph headings.
3. Develop habit of reading preface and introduction.
4. Continue the training in care of books: (a) How to open new books; (b) How to turn pages; (c) Proper way of placing on shelf; and (d) Use of book-mark.
5. Teach meaning and use of foot-note, marginal note, and cross reference, if discovered in any material studied.
6. Where possible arrange with librarian for class to visit public library for the purpose of studying the use of card index, lists, etc.

MATERIAL

For the seventh grade it is the same "world pageant" that is to be presented to the children to deepen and extend their understanding and sympathies. The literature selected should give a wide and effective revelation of life, in its various aspects and in every land, for through it we develop the children's appreciations, ideals, worthwhile interests and the habit of worldwide observation of human affairs which should constitute the most important non-physical leisure occupation of men and women.

There will be intensive reading and study of selections that the child may grasp the thought and emotion, appreciate the beauty of expression, and give pleasure to others by reading aloud, while much extensive reading of easy material will satisfy the child's story interests, give varied experiences and develop the habit of reading.

Adopted Text

Studies in Reading, Grade Seven.

Minimum Number of Books to be Read (Eight Months Term)—Five

One book of sixth grade standard, or a sixth reader.

To be read rapidly at the beginning of the term for review.

One basal seventh reader—Studies in Reading, Grade Seven.

To be read intensively.

One supplementary seventh reader.

Two easy supplementary books of seventh grade standard.

While Studies in Reading, Grade Seven, is being read, and during the rest of the term, use two books at the same time, one read for intensive reading and study, and an easy book, used three times a week or oftener, for content, practice, and pleasure. Much silent reading of easy material should be given as seat work, and the reading period used for reproduction and discussion, with parts of the selection read orally at times. Sets of supplementary books should be owned by the school, or sent from the superintendent's office.

Suggested List of Supplementary Books

Books listed for the Sixth Grade.

- The Silent Reader VII—*John C. Winston Co.*, Philadelphia.
- The Man Without a Country—*Chas. E. Merrill Co.*, New York.
- The Courtship of Miles Standish—*Houghton-Mifflin Co.*, New York.
- Irving's Sketch Book—*Houghton-Mifflin Co.*, New York.
- Great Stone Face—*Houghton-Mifflin Co.*, New York.
- Treasure Island—*Chas. Scribner's Sons*, New York.
- Famous Men of the Middle Ages—*American Book Co.*, New York.
- Iliad, Church—*Macmillan Co.*, New York.
- History Stories of Other Lands, V and VI—*Row, Peterson Co.*, Chicago.
- Life of Robert E. Lee—*Houghton-Mifflin Co.*, New York.
- American Hero Stories—*Houghton-Mifflin Co.*, New York.
- The Call of the Wild—*Grossett Co.*, New York.
- Lest We Forget—*Chas. Scribner's Sons*, New York.
- Jungle Book II—*Chas. Scribner's Sons*, New York.
- Fall, Spring, }
Winter, Summer } Sharp—*Houghton-Mifflin Co.*, New York.
- Europe, Industrial Studies—*Ginn & Co.*, New York.
- United States, Industrial Studies—*Ginn & Co.*, New York.
- Around the World VI—*Silver Burdett & Co.*, Atlanta.

Grade Library

Books for pleasure and reference reading:

1. Reading when work is finished.
2. In connection with other subjects.
3. Audience reading.
4. Home reading.

Lists of books will be furnished by the State Department of Education. Provide a short period each week for interesting the children. Call this the "Library Hour." Each child should read at least five books from the grade library during the year. See suggestions given for the third grade, and in Section I, *Guiding Principles*.

Reading to Children

The course includes poems, stories, and books. At least eight poems and eight stories should be used during the term. The teacher of each grade should have a list of those used the year before. Grade lists are given in Section XII, *Reading to Children*.

WORD MASTERY**Reading Vocabulary**

See: "Grade Attainments and Means" in "Thorough Mastery of Mechanics."

Mastery of Mechanics

See: Course in Phonics, Section IX.

Dictionary Study

See: "Increasing the Vocabulary" in "Silent Reading Exercises," Section X.

SILENT READING

Importance. See "Silent Reading," Section I.

Silent Reading Exercises, Section X.

TESTS

Measurement of Reading Ability. Section I.

Grade Attainments and Means given in "Thorough Mastery of Mechanics," this grade outline.

INDIVIDUAL DIFFERENCES AND REMEDIAL WORK

Grouping as a Provision for Individual Differences and Remedial Work in Developing Reading Ability. Section XI.

TYPE LESSONS**Lesson Plans**

See *Reading Lesson Plans* in Section I.

See, also, Section X—*Silent Reading Exercises*.

Suggested Lesson Plan

THE BISHOP AND THE CONVICT—(Studies in Reading, Seventh Reader, pp. 163-175).

I. Teacher's Aim.

The main purpose in teaching this story should be to bring the pupils in contact through reading with experiences which awaken the highest ideals.

Through a proper handling on the part of the teacher, the child is being given definite training in organization of subject-matter read.

II. Assignment for Study.

1. Read the entire selection through rapidly to get the story as a whole.
2. Read the introduction on page 103, in which the characters in the story are introduced, and in which the purpose of the author in writing the story is given.

3. Study the story, to be able to answer the following questions:
 - a. What acts here related show the saintly character of the bishop?
 - b. What good qualities does the convict show?
 - c. What, in your judgment, caused the convict to be what he was?

How were convicts treated at that time?

NOTE.—These are searching questions, the purpose of which is to call attention to the main ideas or values in the story, and to develop a sense for the vital parts of the story. The solving of these problems will involve a gathering of data, and its reorganization in terms of the problems.

III. *Silent Study of Story.*

IV. *The Recitation.*

a. Solving Problems.

During the lesson procedure, a critical examination is made of the subject-matter, in order to select the portions which answer the problems set up. In doing this the organization of the story is made clear.

The question: *What acts here related show the saintly character of the bishop?* was answered by the children as follows:

1. He gave up his palace for a hospital, and took their poorly furnished quarters.
2. Kept his home open for those in need.
3. His humane treatment of the convict:

His consideration for him as his guest; gave him a place at his table and shared with him his plain food; sat him on his right, used his silver candlesticks, seated him in a warm place near the fire, gave him a room in the alcove adjoining his own, and put white sheets on his bed, would not take the convict's money, called him *sir*, his fine consideration of his feelings by never referring to *who* and *what* he was; directed his attention to where he might get work at Pontalier, in order to direct his mind from himself; his reply when the convict told of his sufferings—"You have come from a very sad place. Listen, there will be more joy in Heaven over the tear-bathed face of a repentant sinner than over the white robes of a hundred just men. If you are leaving that sad place with thoughts of hatred and of wrath against mankind, you are deserving of pity; if you are leaving it with thoughts of good will and of peace, you are more worthy than any of us."

The question: *What good qualities does the convict show?*—was answered thus:

1. Honesty shown in his straightforward statement of *who* and *what* he was, concealing nothing.
2. When he thought the bishop may have misunderstood, he repeated his statement.
3. His humility and his "utter stupefaction" at the kind treatment of the bishop.
4. Earned some extra money on his journey and had spent none of his savings.

b. Selected Portions Read Aloud.

Children were asked to select and read aloud the portions of the story which they considered especially fine. To show their fine discrimination, the selections read are here given:

1. The description of the convict—last paragraph, p. 166, and top of p. 167.
2. Jean Valjean tells his story to the bishop, and thinking he has not been understood, repeats it—last paragraph, pp. 167-168, and first paragraph, p. 169.
3. The effect of the bishop's treatment upon the convict and the conversation between the two—last paragraph, pp. 169 and 170.
4. The convict's account of his suffering—the paragraph beginning: "Oh, the red blouse, the ball on the ankle, a plank to sleep on," etc., and the bishop's reply—last paragraph, p. 172.

c. Conclusions Reached.

As a result of the class discussion, the following problems were solved during the recitation:

What in your judgment caused the convict to be what he was? Was he justified in stealing the loaf of bread? What effect did his treatment at the prison have on him? What is the real purpose of punishment? What do you think would be the final effect on a person of such treatment as the bishop's? What do you think was the purpose of the author in writing this story? Would you like to finish the story in "Les Misérables"? Could a thing like this have happened in our day? The children should be told of Thomas Mott Osborne, and his prison reform work at Sing Sing.

By Way of Explanation.

Thus it may be seen from the above procedure that in reading instruction, provision may be made for exercises in outlining, in giving appropriate topical headings for paragraphs or thought units, just as the children did when they announced the selections they had made for oral reading in getting leading ideas, and in finding key sentences and climax paragraphs. Frequently the meaning of words and phrases is best developed from contextual relations in the thought of the story, as was done in the case of the expression, "Ignominy thirsts for consideration." One of the fundamental principles of vocabulary growth is extensive experience through reading.

Other Lesson Plans

See fourth, fifth, and sixth grade type lessons.

READING

Section IX

PHONICS

THE TEACHER'S KNOWLEDGE

The first essential in teaching phonics is the teachers' knowledge of the work. *First*, she should *know the sounds*. She must be able to give *correctly* the elementary sounds of letters, combinations and blends. A child must *hear the sounds given correctly*, if they are to be of any value to him in becoming independent in getting words. *Second*, she should make a study of the position of the organs of speech, so that defects in sound production may be remedied. *Third*, she should *know the plan of the work* to be carried on in each grade.

A. HOW TO LEARN THE SOUNDS

Teachers who do not know the sounds should drill daily, following the outlines given below. Each sound is given at the beginning, and at the end of words. To learn a sound, practice pronouncing slowly three or four times any word whose initial sound is the consonant sound to be mastered. Do this until the initial sound can be given alone correctly. Practice also speaking words that end with the sound to be learned. For example: To obtain the sound of *b* pronounce slowly several times the word *bat*. Start to pronounce the word again, but stop after the first sound has been made. This initial sound is the sound of *b*. Try to obtain the same sound by pronouncing the word *cab* several times. Notice the final sound. In this way you can learn the correct sound of *b*. Care must be taken not to exaggerate the sounds.

| | |
|----------|--------------------|
| b | —Say: bat, cab |
| c (hard) | —Say: cat, corn |
| c (soft) | —Say: cent, cell |
| d | —Say: day, red |
| f | —Say: fan, stiff |
| g (hard) | —Say: go, rag |
| g (soft) | —Say: gentle, cage |
| h | —Say: hoe, hat |
| j | —Say: jump |
| k | —Say: kite, back |
| l | —Say: like, tell |
| m | —Say: me, am |
| n | —Say: not, tan |
| p | —Say: pay, top |
| qu | —Say: queen |
| r | —Say: ray, row |
| s | —Say: see, miss |
| s (z) | —Say: has |
| t | —Say: top, mat |
| v | —Say: vane, glove |

| | |
|---------------|--------------------|
| w | —Say: we |
| x (ks) | —Say: box, fox, ox |
| y (consonant) | —Say: yes, yell |
| y (vowel) | —Say: my, sky, shy |
| z | —Say: zone, buzz |
| ch | —Say: chat, rich |
| sh | —Say: shot, rush |
| th | —Say: them, with |
| th | —Say: thin, both |
| wh | —Say: when, why |
| ck | —Say: tack |

The following sounds are easily confused and special practice on them is needed: *b* for *p*, *t* for *d*, *k* for *g*, *f* for *v*, *j* for *y*, *m* for *n*, *l* for *r*, *s* for *z*. *w* for *wh*.

In sounding *m* be careful to give no vowel sound such as *em* or *mu*. The sound of *n* is often given incorrectly—as if it were *un* or *en*.

Note carefully the two sounds of *th*.

Phonic Chart

CONSONANTS

| | |
|----------------------------|-----------------------------------|
| <i>b</i> as in baby | <i>tch</i> as in catch |
| <i>c</i> as in cow | <i>sh</i> as in sheep |
| <i>c</i> as in cent | <i>th</i> as in thank |
| <i>d</i> as in dog | <i>th</i> as in this |
| <i>f</i> as in four | <i>wh</i> (hw) as in white |
| <i>g</i> as in get | <i>ck</i> as in black |
| <i>g</i> as in gem | <i>ph</i> (f) as in orphan |
| <i>h</i> as in his | <i>gu</i> (g) as in guess |
| <i>j</i> as in jig | <i>ed</i> (d) as in played |
| <i>k</i> as in kittens | <i>ed</i> (t) as in winked |
| <i>l</i> as in little | <i>ed</i> (ed) as in loaded |
| <i>m</i> as in mother | <i>wr</i> (r) as in wren |
| <i>n</i> as in not | <i>ge</i> as in cage |
| <i>p</i> as in peep | <i>dge</i> (j) as in edge |
| <i>qu</i> (kw) as in quack | <i>gn</i> (n) as in gnaw |
| <i>r</i> as in rabbit | <i>kn</i> (n) as in know |
| <i>s</i> as in see | <i>ff</i> (f) as in puff |
| <i>s</i> as in has | <i>ll</i> (l) as in tell |
| <i>t</i> as in too | <i>dd</i> (d) as in add |
| <i>v</i> as in five | <i>bb</i> (b) as in ebb |
| <i>w</i> as in went | <i>gg</i> (g) as in egg |
| <i>x</i> (ks) as in fox | <i>tion</i> (shun) as in motion |
| <i>y</i> as in yes | <i>tion</i> (chun) as in question |
| <i>z</i> as in buzz | <i>sion</i> (shun) as in occasion |
| <i>ch</i> as in chicks | |

VOWELS

Short:

a as in apple
e as in red
i as in it
o as in not
u as in up
y as in happy

Long:

a as in wake
e as in mete—me
i as in hide
o as in rode—no
u as in tube
y as in my

OTHER SOUNDS

ee as in see
ea as in eat
ea as in head
ea as in great
oo as in too
oo as in look
ai as in tail
ay as in ray
oa as in oak
aw as in saw
au as in cause
oi as in noise
oy as in boy
ar as in star
ar as in warm
ow as in how
ow as in show
ou as in out
ei as in vein
ie as in die
ie as in field
ew as in mew
ew as in grew
are as in care
air as in chair
er as in her
ir as in sir
ur as in turn
or as in for
alm as in palm
ear as in heard
ear as in bear
ang as in sang

ing as in bring
ung as in hung
ong as in long
ank as in thank
ink as in think
unk as in sunk
igh as in light
ack as in black
ock as in flock
ick as in chick
uck as in duck
ace as in face
ice as in nice
est as in nest
ind as in find
all as in ball
alt as in salt
alk as in talk
old as in told
oll as in boll
olt as in colt
ild as in child
ought as in thought
aught as in caught
eigh as in weight
wor as in work
ove as in love
alf as in half
ast as in past
ask as in task
aun as in aunt
a (Italian) as in father
a (short Italian) as in grass

BLENDS

When two or more consonant sounds are pronounced together (as nearly as possible), the sound given is called a blend. The following blends should be taught sometime during the first two years.

| | | | | |
|----|----|-----|-----|-----|
| bl | br | sc | spl | squ |
| cl | cr | sk | str | shr |
| fl | dr | st | sw | thr |
| gl | fr | sp | sm | tw |
| pl | gr | sw | sn | dw |
| sl | pr | spr | | |
| | tr | scr | | |

B. SOUND PRODUCTION

Teachers are asked to study the following tables from Klapper's "Teaching Children to Read." These tables will prove helpful in the study of the position of the organs of speech, and also prove valuable in handling special minor speech difficulties of beginners.

I. Classification of Sound According to Manner of Production

| HOW PRODUCED | ILLUSTRATION | TECHNICAL NAMES |
|--|---------------------------|--|
| 1. Those in which there is mere breath explosion or friction. | wh-p-t-k-f-th as in thin. | Pure Consonants, Atonics, Surds. |
| 2. Those in which there is a vocal murmur modified by the size and the shape of the mouth. | a in 'ate, at, far, fall. | Breath Consonants. Vowels, Vocals, Tonics. |
| 3. Those produced by combining breath explosion or friction with a vocal murmur. | w-b-d-g-v-th as in them. | Semiconsonants, Sonants, Subtonics, Voiced Consonants. |

The teacher can best understand this grouping by actually uttering these sounds and studying the processes involved.

II. Table of Consonant Elements in English

| MODE AND PLACE OF UTTERANCE | MOMENTARY | | CONTINUOUS | | NASAL- CON- TINUOUS |
|--|----------------------|------------------------|----------------------|------------------------|---------------------------|
| | Surd or Breath | Sonant or Voiced | Surd or Breath | Sonant or Voiced | Sonant or Voiced |
| Lips..... | p | b | | w | m |
| Lips and Teeth..... | | | f | v | |
| Tongue and Teeth..... | | | th-ink | th-em | |
| Tongue and Hard Palate (for'd) | t | d | s | z, r | n |
| Tongue and Hard Palate (back) | ch | j | sh | zh, r | |
| Tongue, Hard Palate and Soft Palate | | | | y, l | |
| Tongue and Soft Palate..... | k | g | | | ng |
| Indeterminate (various places)... | h | | | | |

Actual practice on producing sounds, as grouped on the above table, is necessary for the teacher.

III. Vowel Table

| <i>Lip Changes</i> | <i>Bell's Vowel Chart</i> | <i>Tongue Changes</i> |
|---|--|---|
| <p>The lips are tense and parallel at <i>ee</i> (bee) and <i>i</i> (pin).</p> | <p>1. ee (long) bee 2. i (short) pin 3. a (long) gay 4. e (short) met (long) e'er</p> | <p>The tongue gradually moves down and back in going from <i>ee</i> (bee) to <i>e</i> (her).</p> |
| <p>The lips are relaxed and rounded at <i>a</i> (ask)</p> | <p>5. a (short) hat 6. a (long) ask 7. a (long) father 8. e (long) her 9. u (short) cut (long) curtain</p> | |
| <p>The lips are puckered at <i>oo</i> (good).</p> | <p>10. o (short) not 11. aw (long) awful 12. o (long) old 13. oo (short) good oo (long) pool</p> | <p>The back of the tongue gradually moves up and back in going from <i>u</i> (cut) to <i>oo</i> (pool).</p> |

Besides these tables, the "Guide to Pronunciation" in Webster's Dictionary should be familiar to every teacher.

SUGGESTIONS

1. *Correct Sounds.* The teacher should utter the sounds with clearness and accuracy. Most children learn them rapidly through imitation. Those children who cannot reproduce a sound correctly, after repeated attempts to

imitate the clearly enunciated speech of the teacher, should be shown the proper position and coördination of the organs of speech. For instance, the child who says *free birds* for *three birds* cannot produce the soft sound of *th*. This sound can be correctly produced by biting the tongue between the teeth and forcing the breath out at the point of contact. Simple aids and devices for difficulties in speech can be easily worked out if teachers will carefully analyze their own organic processes in speech.

2. *Enunciation and Pronunciation.* The drills in letter sounds can be made to lay the foundation for the work in correct enunciation and pronunciation, which is so important a part of the course in English. The errors which indicate lack of education and culture should be attacked vigorously and systematically until eradicated, such as:

| | | |
|-------------------------------|---------------------------|-----------------------------|
| <i>git</i> for <i>get</i> | <i>wuz</i> for <i>was</i> | <i>cint</i> for <i>cent</i> |
| <i>ketch</i> for <i>catch</i> | <i>kin</i> for <i>can</i> | <i>pin</i> for <i>pen</i> |

The omission of final letters, such as *lem' me* for *let me*; *gim' me* for *give me*; *las'* for *last*; *goin'* for *going*; as well as leaving out letters, such as *he'p* for *help*, require constant drill. The word *put* is often mispronounced.

3. *More Than One Sound.* Letters and phonograms which have more than one sound sometimes give trouble to the child. In the first place, the teacher should be careful not to present these sounds close together. After the presentation of both, let the children learn the "Try the Other Sound" plan. For instance, the two sounds of *ow* as in *how* and *show* should be presented at long intervals. Later on in using the sounds to find out new words the child may try both sounds and decide which sound is needed in a word by the sense of the word. For instance, if the word *show* is in a sentence, and a child gives it as *show (ou)*, he knows it does not make sense. Then he tries the other sound of *ow* and gets the word.

4. *Teaching the Names of the Letters.* After the children have learned the sounds of the consonants and short vowels and these have become permanently fixed, the names of the letters may be given. By this time it will be found that most of the children know them.

C. PLAN OF THE WORK

The steps in teaching phonics are:

- I. Ear Training.
- II. Learning the Written Symbols.
 1. Associating the sound with the symbol.
 2. Word-building.
- III. Application to New Words.

The course is outlined by grades. The teacher should be familiar with the plan of the work to be carried on in each grade. She should know (1) when to present each phonic fact as related to the basal books, (2) how to give sufficient drill to fix each fact, and (3) how to teach the child to apply his knowledge of phonics to finding out new words. Teachers should realize that phonics is a means and not an end in itself—a tool to be used by the child in attacking new words for himself.

THE COURSE IN PHONICS

Power for independent reading must be developed. Children must become self-helpful in the mastery of words. Independence in rapid recognition of new words is developed through word study and phonetic analysis. The child must develop a *habit* of attacking the new words that occur in his reading, therefore the recognition and interpretation of symbols (i. e., knowledge of phonograms and the sounds which they represent) must be instant.

The purpose of the course in phonics is (1) to make children self-helpful in the mastery of new words, (2) to train the ear, and (3) to secure clear enunciation.

A systematic, well-graded course in phonics related to the first basal series of books should be carried on throughout the first three grades, this instruction being given at special drill periods set aside for this purpose *separate and apart from the reading lessons*.

Daily exercises in phonics should be given, short and enthusiastic, varying from five to ten minutes in length.

The teacher must realize that phonics should never be a concert exercise, and should be a class exercise only when a new fact is being introduced and made familiar. The rapid individual recitation is imperative. Individual needs for phonic drill differ; individual difficulties must be sought and overcome. Children may readily be grouped according to their needs and drilled in groups. The time that is spent in drilling on what some groups already know is time wasted for them.

If the basic training in phonics is given in special drill periods and taught so thoroughly that the pupils are able to give the sound instantly whenever the symbol is seen, the knowledge and skill thus obtained can be applied quickly and effectively during reading exercises without withdrawing attention from the content of what is read.

A phonic chart may be made by writing on the board or on large sheets of manila cardboard each phonogram and the word from which it was learned, as *for—or*. This chart may be quickly referred to by a pupil who has forgotten a phonogram which he needs in getting a new word. A chart of this kind is a great help in daily reviews.

FIRST GRADE

PLAN OF WORK—WITH THE CHILD'S WORLD PRIMER

I. Ear Training

This work is entirely oral and is given for the purpose of establishing the habit of recognizing similarity of sounds in a series of words and to train the organs of speech to make the sounds correctly. It is given at special periods, separate from the reading lessons. Ear-training should not be hurried over, as the ability to recognize words that sound alike and to give orally lists of such words, underlies all later progress. In order to train the child's ear, exercises like the following are given:

1. The teacher's spoken directions in the classroom offer opportunities for giving the separate sounds of words, as: Cl-ose your book. St-and. You

may r-ise. Hands on h-ips, etc., etc. When the children are accustomed to the idea that words are sometimes spoken slowly, this exercise may be followed with a story in which some of the words are spoken slowly.

2. The teacher may tell the following story, sounding these words: Ned, bed, fed, red, shed. The pupils tell her what each word is, pronouncing the words that the teacher sounds. "Once upon a time there was a little boy whose name was N-ed. One night as he was going to b-ed, his mother said, 'Have you f-ed the little r-ed hen in the sh-ed?' N-ed said, 'Yes, I have f-ed the little r-ed hen. My brother Ed was with me when I f-ed the little r-ed hen.'" Many stories similar to the above may be given.

3. In the following games the children's attention may be directed to the slowly spoken words. (a) The teacher speaks a number of action sentences, as: Touch your n-eck. Rub your ch-eck, and other like sentences in which the names of parts of the body are sounded, as: h-head, m-outh, l-ips, t-eeth. Sentences using action words, as: r-un, j-ump, sk-ip, b-ow, m-arch, etc., may be used. The children perform the act if they understand what the teacher says. (b) Sentences may be given in which a word is pronounced slowly, and the children respond by giving the sentence, speaking a word slowly, as: Teacher: Show me your h-at. Pupil. Here is my h-at. (c) Let pupils answer as above, speaking slowly the words the teacher spoke slowly. The teacher may give the sound of the initial letters of children's Christian names until each child learns to give the sound, as F for Fan, W for Will, S for Sam, etc.

4. Using rhymes. Use Mother Goose rhymes freely. The teacher repeats, "Little Jack Horner Sat in a corner." She then asks, "What word sounds like (rhymes with) Horner?" She uses many rhymes this way.

The next step is to repeat the rhyme and have the children tell both of the rhyming words.

Another time the teacher repeats part of a rhyme and the children supply the rhyming word.

5. The children may make up rhymes, guided by the teacher, as:

I saw a cow.
She made a bow.

6. The teacher gives a word and the children in turn give all the rhyming words they know.

Another time the teacher may ask:

Can you think of a word that rhymes with *play*? (*Pupil*: Day.)
Say the words that rhyme. (*Pupil*: Play, day.)
Something that a horse eats rhymes with *play*. (*Pupil*: Hay.)
Then a pupil is asked to say all three words that rhyme.

7. Lists of words. The teacher gives several words containing a repeated sound. The children tell what sound they hear in each one: *Day, hay, say, lay, may, Ray*. Use other lists, as: hat, cat, sat, etc. Drill on lists of words until pupils are skilled in giving the sound heard.

8. Ask pupils to give words that begin with the same sound as a given word:

| | | | | | |
|-----|------|------|------|------|------|
| dog | day | die | see | say | saw |
| do | duck | deep | sing | sang | some |

II. Learning the Written Symbols

1. Associating the sound with the written symbol.
2. Word-building.

The work in learning the written symbols (phonograms) and building words should be introduced in special drill periods (separate and apart from the reading lessons) *after* pupils have secured a reading vocabulary of a small stock of sight words through blackboard and chart reading, and have been given work in ear-training. They will by this time have already begun to note similarities and differences in the words which they have learned in their reading lessons.

All sounds are taught from known sight words. Make sure these words are thoroughly familiar. Use forceful presentation, interesting games for drill and systematic reviews. Pupils must be able to give the sound *instantly* whenever the symbol is seen.

Sounds to be taught with the primer. Only a limited amount of phonics has been given to be presented with the first basal primer and taught thoroughly during the first half-year. It seems best to teach only a few facts and to teach these well. For this reason, the amount of phonics given here has been *set as a definite standard of achievement*. In selecting the phonic facts to be taught with the primer, the effort has been made to give those which would be most helpful to the child in finding out new words. Teachers who think that more facts should be presented or that the work should proceed more rapidly, can easily make any changes or adjustments they deem necessary. The facts to be taught are as follows:

All consonants.

Short vowels.

ch, wh, th (both sounds), sh.

Endings:

| | | | | | |
|-----|-----|-----|-----|------------|------|
| all | ad | ell | ig | og | ay |
| an | ack | en | ill | un | ee |
| at | ed | et | ing | y (long i) | ight |

Blends presented:

bl, cl, fl, br, cr, gr, tr.

During the first half-year instant recognition of the sounds taught with the primer should be accomplished.

ORDER OF PRESENTATION

In arranging the order of presentation of the sounds, the effort has been made to teach these as they are needed in getting new words. However, the order is suggestive and teachers should present a sound when they think it will prove most helpful.

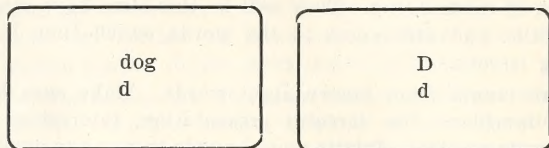
Pages 6-25. While the first three primer stories are being read from the book by the children, teach the following consonants:

The sound of *d* from *dog*.

The teacher asks the children to listen to the following words and tell her what sound they hear in each one: *dog, do, day, duck, die*. "What sound did you hear?" she asks. Children say, "d." Then she writes

on the board a familiar word which begins with that sound. She writes *dog*. (The initial consonant is not separated from the rest of the word.) "With what sound does it begin? Draw a line under the sound," she asks the children. Let the children give other words which begin with this sound.

The teacher now shows a card with *dog* printed on it and the sound *d* under it, as



The sound *l* from *little*.

The teacher says, "Listen to these words and tell me what sound you hear in each: *lay, lie, low, little, loves*." Children say, "l." "We have a word that begins with this sound," says the teacher as she writes the word *little*. "With what sound does *little* begin?" "l." "Draw a line under 'l.'" Then the teacher writes it under the word *little*. The teacher now shows a card with the word and the sound *l* printed on it.

NOTE.—The steps indicated in the first two lessons should be followed in teaching the sounds given below:

The sound *r* from *rabbits*.

The sound *f* from *four*.

The sound *h* from *his*.

The sound *k* from *kitten*.

The sound *m* from *mother*.

The sound *b* from *baby*.

The sound *s* from *see*.

The sound *w* from *went*.

The sound *n* from *not*.

The sound *g* from *get*.

The sound *c* from *cow*.

The sound *t* from *too*.

General Review:

| | | | | |
|---------|---------|---------|-------|-------|
| dog | little | rabbits | four | his |
| duck | loves | Ray | five | has |
| did | l | r | feeds | house |
| d | | | f | how |
| | | | | h |
| kittens | mother | bed | see | went |
| k | morning | baby | sang | will |
| | milk | b | saw | wake |
| | m | | s | wee |
| | | | | want |
| | | | | w |

| | | | |
|-----|-----|------|---------|
| not | too | get | cow |
| n | t | good | cat |
| | | gave | cunning |
| | | g | come |
| | | | came |
| | | | c |

Page 26. Use the sight word *all* to build words.

The teacher writes the familiar word *all* on the blackboard. The children pronounce this word. They are then asked to read words that rhyme with *all* as the teacher writes *ball, fall, hall, wall*. Each of these words begins with a known consonant and the children should be able to blend the two sounds and read the new words readily.

| | | |
|------|------|------|
| all | fall | mall |
| ball | hall | wall |

Page 27. The sound *ed* from *bed*.

Ask the children what sound they hear in each of these words: *bed, fed, led, red, Ned, Ted*. Children say, "*ed*."

Write the familiar word *bed* on the blackboard and have it pronounced.

Then ask the children to read rhyming words as the teacher writes *fed, led, red, Ned, Ted, wed*.

Have the words pronounced again and ask, "What sound do you hear in each word?" Children say, "*ed*." Point to *ed* in each word and have children pronounce it. Let children underline *ed* in each word. The teacher may here show a card with the word *bed* on one side and the family name *ed* on the other, as—



Next (1) the teacher calls for words and the children point, then (2) the teacher points to words and the children pronounce them.

All the words are again pronounced rapidly as the teacher points to each.

This is individual work. Every child must master the sound and be able to pronounce the new words for himself. If any child is unable to pronounce any word, *do* not tell him nor let any child tell *him*, but (1) take him back to the familiar word *bed* and have him pronounce it; (2) have him tell what sound he hears in the word; (3) have him give this same sound as the teacher points to it in the word he missed; (4) have him give the sound of the initial consonant; (5) have him blend the initial consonant with the family; (6) have him pronounce the word.

| | | | |
|-----|-----|-----|-----|
| fed | red | wed | Ted |
| bed | led | Ned | ed |

Page 28. The sound *ay* from *Ray*:

| | | | |
|-----|-----|-----|-----|
| Ray | hay | pay | jay |
| bay | lay | way | nay |
| day | may | gay | ay |

Page 29. The sound *ight* from *light*:

Read the rhyme and then the rhyming words.

| | | |
|--------|-------|-------|
| light | might | tight |
| bright | fight | right |
| night | sight | ight |

Page 31. The sound *p* from *peep*.

Page 33. Use the sight word *an* to build words:

| | | | |
|-----|-----|-----|-----|
| an | ran | tan | Dan |
| can | man | fan | Nan |

Page 35. The sound *wh* from *white*.

Page 36. General Review.

Page 37. The use of *s* in forming plurals:

| | | | |
|-------|---------|-------|-------|
| cow | star | bed | egg |
| cows | stars | beds | eggs |
| bird | kitten | barn | duck |
| birds | kittens | barns | ducks |

Children will enjoy adding *s* to make a word mean *more than one* and erasing *s* to make a word mean *one*.

Page 38. The sound *sh* from *sheep*.

Page 39. The sound *y* from *my*:

| | | | | |
|----|-----|-----|-----|-----|
| my | cry | shy | fly | spy |
| by | why | try | dry | sly |

Page 40. The sound *ch* from *chicks*.

Page 41. The sound *ee* from *see*.

| | | | |
|-----|------|-----|-------|
| see | tree | Lee | three |
| wee | bee | fee | ee |

Page 42. The sound *th* from *this*.

Let children give also the familiar words *they*, *then* and *that*.

Page 44. The sight word *at* used for building:

| | | | |
|-----|-----|-----|------|
| at | fat | pat | chat |
| bat | hat | rat | Nat |
| cat | mat | sat | that |

Page 45. The sound *j* from *jig* and *jog*.

The sound *ig* from *pig* and the sound *og* from *hog*.

| | | | |
|-----|-----|-----|-----|
| pig | rig | hog | fog |
| jig | wig | jog | log |
| dig | fig | dog | og |
| big | ig | | |

Page 46. The sound *en* from *hen*:

| | | |
|-----|-----|------|
| hen | men | then |
| pen | Ben | when |
| den | ten | en |

Page 47. The sound *qu* from *quack*.

Page 49. The sound *ack* from *black*:

| | | | | |
|-------|------|------|-------|-------|
| black | hack | pack | whack | stack |
| back | lack | rack | quack | ack |
| tack | Jack | sack | crack | |

Page 50. The sound of *bl* from *blue*.

Give also *black*, *bless* and *blow*.

Page 52. The sound of *br* from *bring*.

Page 57. The sound *ing* from *bring*:

| | | | |
|-------|------|------|------|
| bring | king | sing | ding |
| ring | ting | wing | ing |

Page 59. Review *ing* as in *going*:

| | | | |
|-----------|-----------|----------|----------|
| tell ing | sleep ing | sing ing | rain ing |
| see ing | peep ing | want ing | blow ing |
| bring ing | go ing | look ing | cry ing |

Page 62. The sound *ad* from *had*:

| | | | |
|-----|-----|------|------|
| had | lad | mad | brad |
| bad | sad | shad | ad |

Page 67. The sound *gr* from *great*.

Page 68. The sound *ell* from *tell*:

| | | | |
|------|-------|-------|------|
| tell | fell | sell | Nell |
| bell | spell | well | yell |
| dell | quell | shell | ell |

Page 69. The sound *ill* from *will*:

| | | | |
|------|------|-------|-------|
| Jill | mill | sill | chill |
| kill | pill | till | bill |
| fill | rill | quill | ill |

Page 70. The sound *un* from *sun*:

| | | | |
|-----|-----|-----|------|
| sun | fun | pun | spun |
| bun | run | gun | un |

Page 72. The sound *et* from *get*:

| | | | |
|-----|-----|-----|-----|
| get | net | let | met |
| pet | set | wet | et |

Page 74. The sound *th* from *thank*.

Page 77. The blend *cl* from *cluck*.

Page 79. Drill on *ing* as in *coming*.

- Page 80. The sound *tr* from *tree*.
 Page 83. The blend *cr* from *cried*.
 Page 85. The sound *fl* from *flew*.
 Page 88. The sound *a* (short) from *apple*.
 Page 89. The sound *e* from *red*.
 Page 90. The sound *i* in *it*.
 Page 91. The sound *o* from *not*.
 Page 92. The sound *u* from *up*.
 Page 102. The sound *v* from *five*.
 Page 104. The sound *x* from *fox*.
 Page 105. The sound *y* from *yes*.
 Page 106. The sound *z* from *buzz*.

III. Application of Phonics to Getting New Words in Reading Lessons

As the work in phonics progresses, the children begin to use this knowledge to find out some of the new words which they meet in their reading lessons. They meet the new words in sentences or phrases. *Getting the thought* is the controlling motive for reading. If the work in phonics has been thoroughly taught in the drill period, then the child can apply this knowledge quickly and effectively to the new word without withdrawing attention from the content of what is read.

They are first taught that the sound of the initial consonant of the unknown word together with the thought of the sentence will very often determine the word. For instance in reading the sentence, *The cow eats hay*, if the child does not know the word *hay*, the sounding of the initial consonant *h* together with the thought of the sentence tells it to him. This is often a more economical way of finding out words than to sound the entire word.

Children should also readily recognize all words met in their reading lessons which belong to any series previously presented at the special phonic drill period. If a child has any difficulty in getting such a word quickly, show him the familiar sight word from which he learned the sound. Again, the child should be taught to get a new word by comparing it with a familiar word, as *round* (a familiar word),

ground (the new word).

Lead the child to see that in the two words only the first sounds differ.

The children will delight in applying their growing knowledge of phonics to finding out new words which contain known sounds.

New words which do not contain sounds already familiar to the child are to be taught as sight words. Many of these words are later used as key words for developing new phonograms.

It should be remembered constantly, however, that children do not need to determine every new word in their reading lessons by phonics. Children who have been trained to read *for thought*, and are provided with reading material that is interesting and not too difficult, will determine many new words by the context. They should be encouraged to do this, as it will lead to thoughtful, meaningful reading.

PHONIC GAMES

How Phonic Cards are Used. Phonic cards are used in class drill for the purpose of perfecting the association of the appropriate spoken words and sounds with the written forms, so that the one will instantly suggest the other. The teacher holds her pack of cards directly in front of her about on a level with her face. She takes a card from the back of the pack and places it in front of the pack, without turning it over or around. To make this work thoroughly successful, all pupils should give perfect attention. The teacher will hold the card still an instant beside the pack before placing it in front; when it moves to the front of the pack, the child gives the word or sound. This slight pause enables the child to prepare to answer at the signal, the moving of the card to the front of the pack. This pause may be lengthened if pupils are just learning words, or if some are slow in their recognition. This drill work should be quick and sharp.

Games

1. For drill in quick analysis of words into their initial consonant or consonants and families. Show the side of the cards containing the words. Children (1) pronounce the word, (2) pronounce the family alone.

2. For drill on "families." Show the side of the cards containing families alone. Pupils pronounce each family as it is shown. If a pupil cannot call a family at once, do not tell him, do not let him be told, but turn the card, have him (1) pronounce the word on the reverse side, (2) give sound of initial consonant, (3) pronounce the family (teacher covering the initial consonant or consonants). Now turn the card again and let the pupil pronounce the family alone. The pupil must be made to do for himself what he is perfectly capable of doing.

3. Guessing Game. Say to the class, "I'm thinking of a word that is in the same family as 'run.' What is it?" Child answers, "sun."

4. Buying Tickets. Class stands in a line. Flash phonogram cards. Each child buys a "ticket" to his seat by reading correctly the card presented to him.

5. Word Tag. Have the family cards in sight or the families printed on the blackboard. The children form a circle. One child is "It" and stands in the center of the ring. He gives a family name, and then points to a pupil in the circle. This pupil must give a word containing the family name. If he fails, he becomes "It."

This game may also be played by having the teacher give a word and a pupil give the family or initial phonogram.

6. The teacher holds the perception cards on which are the key words and phonograms. The child tells what is on each card and matches the card with the word and phonogram on chart and blackboard.

7. The teacher writes an initial phonogram on the blackboard. The children tell all the words they can, beginning with this phonogram, and the teacher writes the words in a column. The children will be interested to see if the column has lengthened from previous lessons.

8. The teacher gives a rapid drill with perception cards, using the flash method.

9. The teacher whispers a family to a child. He gives aloud a word containing it. The other children guess what sound the teacher whispered.

10. a. Teacher shows cards rapidly; pupils name or sound in turn.

b. Teacher shows cards; calls on pupils not in turn; at close one or two children name all the words or sounds.

c. Cards on blackboard ledge; teacher calls for word; child finds word card; each child has a turn.

d. Cards on blackboard ledge; words written on board; child selects and names word card which he knows, matches it with same word on blackboard.

e. Cards distributed among children; teacher or child calls for word; child brings card containing word.

11. The children supply words beginning like a given word and the teacher writes the list on the board.

12. The children read from the board a familiar word and a new word that rhymes with it, the new word beginning with the consonants being taught.

13. a. The children supply words that rhyme with a given word and the teacher writes the list on the board.

b. The children read lists of rhyming words as the teacher writes them.

c. The children point to words in the list as the teacher calls for them.

SOUNDS TO BE TAUGHT WITH THE CHILD'S WORLD FIRST READER

The amount of phonics here given is *set as a definite standard of achievement*. Teachers who think that more facts should be taught or that the work should proceed more rapidly can easily make any changes they think best.

The sounds to be taught are as follows:

Long vowels.

Other sounds:

| | | | | | |
|-----------|-----------|-----|-----|------|-----|
| ou | ea (eat) | ind | ink | aw | air |
| est | ong | in | or | old | ace |
| ock | oo (look) | ang | ick | uck | |
| ow (show) | oo (too) | oa | ai | ank | |
| ow (how) | ar | kn | ew | atch | |

Blends:

sk, pl, sp, gl, sl, squ, str, fr, thr, scr, spl, dr.

ORDER OF PRESENTATION

The order here given for teaching the sounds is suggestive.

Page 4. Use the sight word *out* to build words:

| | | |
|------|-------|-------|
| out | pout | about |
| gout | shout | trout |

Page 5. The sound *est* from *nest*:

| | | |
|------|------|-------|
| nest | best | chest |
| west | rest | est |

Page 7. The sound *ock* from *flock*:

| | | | | |
|------|------|-------|-------|-------|
| lock | rock | flock | block | frock |
| cock | sock | clock | stock | ock |

Page 8. The sound *ound* from *round*:

| | | | |
|-------|-------|--------|-------|
| round | bound | ground | hound |
| found | sound | pound | ound |

Page 9. Use the sight word *eat* to build words:

| | | | |
|------|------|------|-------|
| eat | heat | seat | wheat |
| beat | neat | meat | treat |

Pages 10-15. The long vowels.

The teacher shows *a* and asks, "What does this say?" The child gives the short sound. The teacher says, "Yes, it says *a*, but who knows its name?" If no child knows the name, the teacher gives it.

Drill on words having the short and long sound of *a*, as:

| | | | | |
|------|------|------|------|------|
| rat | hat | fat | can | man |
| rate | bate | fate | cane | mane |

Proceed with the other vowel sounds in the same way:

| | | | | |
|------|------|------|------|------|
| met | pet | rip | pin | hid |
| mete | Pete | ripe | pine | hide |
| rod | not | hop | tub | cut |
| rode | note | hope | tube | cute |

Have many drills and let the children by *mere habit* learn that when *e* is at the end of a word it makes the preceding vowel tell its name.

Page 12. Drill on the long sound of *a* in *wake*:

| | | | | |
|------|------|------|-------|------|
| wake | rake | take | bake | sake |
| cake | lake | make | shake | a—e |

Page 15. The sound *ow* from *how*:

| | | | |
|-----|------|-----|------|
| how | now | bow | brow |
| cow | plow | sow | ow |

Page 16. Drill on the long sound of *i* in *hide* and *nine*:

| | | | | | |
|------|------|------|------|-------|-------|
| hide | side | nine | line | dine | whine |
| wide | ride | mine | pine | shine | i—e |

Page 19. Drill on the long sound of *a* in *Jane*:

| | | |
|------|------|------|
| Jane | pane | lane |
| cane | mane | a—e |

Page 22. Drill on the suffix *ing*:

| | |
|---------|---------|
| ringing | sobbing |
| singing | sighing |

Page 23. The sound *ong* from *long*:

| | | |
|------|--------|-------|
| long | song | along |
| gong | strong | ong |

Page 24. The sound *oo* from *too*:

| | |
|-----|-----|
| too | moo |
| coo | oo |

Page 26. The blend *sk* from *sky*.

Page 27. The sound *ar* from *star*:

| | | |
|------|-----|-----|
| star | car | tar |
| far | bar | jar |

Page 29. Drill on the sound *ea* in *hear*:

| | | | | |
|------|------|------|-------|-----|
| hear | tear | near | clear | ear |
| dear | fear | year | shear | ea |

Page 30. The sound *ind* from *find*:

| | | | |
|------|-------|-------|------|
| find | kind | rind | hind |
| mind | blind | grind | ind |

Page 32. Use the word *in* to build words:

| | | |
|-----|------|-----|
| in | skin | win |
| pin | thin | tin |

Page 33. The blend *pl* from *play* and *plow*.

Page 38. The blend *sp* from *spy*.

Page 39. Drill on the long sound of *a* in *made* and *game*:

| | | | | |
|-------|-------|-------|-------|-------|
| made | fade | game | tame | came |
| wade | shade | same | lame | dame |
| trade | blade | shame | blame | flame |

Page 42. The sound *ang* from *sang*:

| | | |
|------|------|--------|
| sang | hang | sprang |
| rang | bang | ang |

Page 45. The sound *oa* from *oak* and *coat*:

| | | | |
|------|-------|------|-------|
| oak | cloak | coat | boat |
| soak | croak | goat | float |

Page 47. The sound *ink* from *think*:

| | | | |
|-------|-------|------|-------|
| think | drink | pink | blink |
| sink | link | wink | ink |

Page 48. The sound *or* from *for*:

| | | | |
|-----|------|------|-------|
| for | horn | born | acorn |
| nor | corn | morn | or |

Page 50. The sound *ow* from *show*:

| | | | | | |
|------|-----|------|-------|------|------|
| show | sow | low | slow | snow | know |
| blow | bow | crow | throw | grow | ow |

Page 52. The blend *gl* from *glue* and *glad*.

Page 54. Drill on the sound *ou* in *loud*:

| | |
|-------|-------|
| loud | cloud |
| proud | ou |

Page 55. The sound *air* from *chair*:

| | | |
|-------|------|-------|
| chair | fair | stair |
| hair | pair | air |

Page 58. The sound *ew* from *mew*:

| | | | | |
|-----|-----|------|------|-------|
| mew | few | new | blew | grew |
| pew | dew | flew | knew | threw |

Page 59. The sound *ai* from *tail*:

| | | | |
|------|------|------|------|
| tail | sail | nail | wait |
| pail | rail | fail | bait |

Page 61. The blend *sl* from *sleep*.

Page 63. Drill on compound words:

| | | | |
|-----------|-----------|-------------|------------|
| hay field | barn yard | every where | some where |
| hay stack | hen house | every thing | some one |
| rain bow | rye field | every one | some thing |

Page 66. Drill on long *a* in *ate*:

| | | | |
|------|------|-------|-------|
| ate | date | state | gate |
| late | Kate | skate | slate |
| rate | mate | hate | a—e |

Page 67. Use the word *old* to build words:

| | | | | |
|------|------|------|------|------|
| old | gold | told | mold | cold |
| fold | sold | bold | hold | old |

Page 69. The blend *dr* from *drink*.

Page 71. Drill on *ea* in *each*:

| | | |
|-------|-------|-------|
| each | reach | beach |
| teach | peach | ea |

Page 72. The sound *uck* from *duck* and *cluck*:

| | | | | |
|-------|-------|------|-------|--------|
| duck | truck | luck | stuck | struck |
| cluck | shuck | suck | tuck | uck |

Page 76. The blend *squ* from *squirrel*.

Page 78. Drill on *ea* in *weak*:

| | |
|-------|--------|
| weak | squeak |
| speak | leak |

Page 82. The sound *ick* from *chick*:

| | | |
|-------|------|-------|
| chick | wick | stick |
| pick | tick | Dick |
| sick | lick | ick |

Page 84. Drill on the sound *ai* in *maid*:

| | | | | |
|------|------|------|-------|-------|
| maid | raid | rain | gain | chain |
| paid | laid | pain | train | ai |

Page 87. The sound *ank* from *thank*:

| | | | |
|-------|------|------|-------|
| thank | bank | rank | plank |
| drank | sank | tank | ank |

Page 89. Relate the words *pie*, *lies*, and *tied*:

| | | |
|-----|------|------|
| pie | pies | |
| lie | lies | lied |
| tie | ties | tied |

Page 90. Relate the words *crept*, *kept*, and *slept*.

Page 93. The blend *str* from *strong* and *string*.

Page 95. Drill on *ar* in *dark*:

| | | | |
|------|------|------|-------|
| dark | lark | bark | spark |
| park | mark | hark | ar |

Page 99. The blend *fr* from *frightened* and *friends*.

Page 100. The sound *atch* from *catch*:

| | | | |
|-------|-------|---------|------|
| catch | latch | scratch | atch |
| match | patch | hatch | |

Page 102. The sound *oo* from *look*:

| | | | |
|------|------|------|------|
| look | book | good | hood |
| took | hook | wood | oo |

Page 104. The blend *thr* from *threw* and *throw*.

Page 106. The blend *kn* from *know*:

| | |
|------|-------|
| know | knock |
| knew | knife |

Page 111. The blend *scr* from *scratch*.

Page 116. The blend *spl* from *splash*.

Page 118. Relate the words *care*, *hare*, *bare*, *dare*.

Page 119. The sound *ace* from *face*:

| | | |
|------|-------|-------|
| face | lace | grace |
| race | place | ace |

Page 120. The sound *aw* from *saw*:

| | | | |
|-----|------|------|-------|
| saw | jaw | raw | straw |
| paw | law | taw | crawl |
| caw | claw | draw | aw |

Results

During the second half-year work for:

1. Instant recognition of the sounds taught.
2. Ready recognition of simple words containing them.

By the end of the year the child should have made a beginning in using phonics independently in getting new words in his reading lesson, thus laying the foundation for independent reading.

SECOND GRADE

PLAN OF WORK

1. Mastery of the Work Outlined for the First Grade

Mastery means not only instant recognition of the sounds but ability to apply them in finding out new words. It is essential that pupils have first of all a *working knowledge* of all phonic facts outlined for the first year. For this reason it is necessary to give an intensive review before taking up the work of the second year.

2. New Sounds to be Taught With the Second Reader

Regular, systematic phonic exercises should be given throughout the year. The amount of phonics here given is *set as a standard of achievement*. Teachers who think that more facts should be taught or that the work should proceed more rapidly, can easily make the changes they think best. Continue the use of games and drills. The phonic lessons are not here listed by pages. The teacher will present the sounds as they are needed in getting new words.

(1) The following sounds are to be taught:

| | | | |
|-------------------|----------------|----------|-------|
| er | y (short sound | ed as d | ought |
| ir | of i) | ed as ed | ought |
| ur | s (z) | ed as t | eigh |
| ear (as in learn) | ung | oll | wr |
| oi | unk | wor | ge |
| oy | igh | alt | dge |
| ea (as in head) | ie | alk | gn |
| au | other | | tch |
| ice | ild | | ould |
| ove | are | | |

(2) Continue the work in word building. Words containing the above sounds are given below. The children should read these lists of words *readily*. Silent phonetic analysis should take the place of oral analysis as soon as possible. Pupils should be trained to recognize the phonetic parts of a word, *blend them silently*, and then pronounce the word as a whole.

| er | ir | ur | ear |
|--------|-------|-------|-------|
| her | sir | turn | heard |
| fern | bird | burn | learn |
| term | third | churn | earn |
| under | first | fur | earth |
| dinner | chirp | cur | Pearl |
| supper | stir | curl | earl |
| | girl | hurt | early |
| | skirt | hurl | |

| | | | |
|-----------|-----------|-----------|-----------|
| <i>oi</i> | <i>oy</i> | <i>ea</i> | <i>au</i> |
| noise | boy | head | cause |
| voice | joy | bread | haul |
| boil | toy | dead | Paul |
| soil | Roy | lead | maul |
| point | | read | fault |
| joint | | thread | vault |
| spoil | | spread | sauce |
| oil | | ready | |

| | | | |
|------------|------------|----------|------------|
| <i>ice</i> | <i>ove</i> | <i>y</i> | <i>are</i> |
| nice | love | happy | care |
| rice | dove | candy | hare |
| mice | glove | heavy | dare |
| price | above | easy | bare |
| slice | | sorry | mare |
| ice | | army | share |
| | | muddy | |
| | | story | |

| | | | |
|------------|------------|------------|-----------|
| <i>ung</i> | <i>unk</i> | <i>igh</i> | <i>ie</i> |
| hung | sunk | light | die |
| rung | trunk | night | pie |
| stung | drunk | sight | tie |
| clung | chunk | might | lie |
| lung | junk | tight | pies |
| sung | | right | dies |
| sprung | | bright | ties |
| swung | | fright | lies |
| | | high | died |
| | | nigh | tied |

| | | | |
|--------------|------------|----------------|---------------|
| <i>other</i> | <i>ild</i> | <i>ed (ed)</i> | <i>ed (d)</i> |
| other | child | loaded | played |
| another | wild | started | pulled |
| mother | mild | needed | showed |
| brother | | wanted | rolled |
| | | counted | filled |

| | | | |
|---------------|------------|------------|------------|
| <i>ed (t)</i> | <i>oll</i> | <i>wor</i> | <i>alt</i> |
| knocked | roll | work | salt |
| pricked | toll | world | malt |
| puffed | boll | worm | halt |
| looked | troll | worse | |
| dropped | | word | |
| | | worth | |

| | | | |
|------------|--------------|--------------|-------------|
| <i>alk</i> | <i>ought</i> | <i>ought</i> | <i>eigh</i> |
| talk | caught | thought | weight |
| walk | taught | brought | freight |
| stalk | naught | bought | eight |
| chalk | naughty | sought | weigh |
| | | ought | sleigh |
| | | | eigh |

| <i>wr</i> | <i>ge</i> | <i>dge</i> | <i>gn</i> |
|-----------|-----------|------------|-----------|
| wren | cage | edge | gnaw |
| write | age | bridge | gnat |
| wretch | rage | ridge | gnash |
| wreck | page | hedge | |
| wring | stage | wedge | |
| wrote | wage | judge | |
| wrap | | badge | |
| wreath | | ledge | |

| | <i>tch</i> | |
|---------|------------|-------|
| catch | latch | ditch |
| match | hatch | hitch |
| scratch | stretch | pitch |

Relate the words:

could

would

should

(3) The Blends:

Many of the blends have been presented in the first year. By the end of the second year all of them should be taught.

| | | | | |
|----|----|-----|-----|-----|
| bl | br | sc | spl | squ |
| cl | cr | sk | str | shr |
| fl | dr | st | sw | thr |
| gl | fr | sp | sm | tw |
| pl | gr | sw | sn | dw |
| sl | pr | spr | | |
| | tr | scr | | |

- (a) Write on the board, as the children give them, lists of words beginning with the blend to be taught.
- (b) The children read, as the teacher writes, rhyming words that begin with the blends, as play, gray; grow, slow; etc.
- (4) Teach common prefixes and suffixes as they occur in the reading.

The following drills are suggestive:

| | <i>er</i> | |
|--------|-----------|--------|
| farm | keep | mine |
| farmer | keeper | miner |
| mill | steep | hard |
| millar | steeper | harder |
| summer | clever | shower |
| winter | better | yonder |

est

| | | |
|---------|-----------|-----------|
| fine | lovely | bright |
| finer | lovelier | brighter |
| finest | loveliest | brightest |
| hard | small | happy |
| harder | smaller | happier |
| hardest | smallest | happiest |

ness

| | | |
|----------|------------|-----------|
| glad | smooth | fresh |
| gladness | smoothness | freshness |
| like | ill | lame |
| likeness | illness | lameness |

es

| | | |
|----------|---------|--------|
| branch | birch | rich |
| branches | birches | riches |
| coach | dish | wish |
| coaches | dishes | wishes |

ry

| | | |
|-------|--------|-------|
| carry | tarry | worry |
| marry | merry | ferry |
| sorry | cherry | hurry |

- (5) Especial emphasis should be given to the following phonograms which second-grade teachers submit as requiring constant drill.

| | | | |
|----|----|-----|-------|
| ar | ou | au | sh |
| er | ow | alk | ew |
| ir | oi | th | an |
| ur | oy | ch | aught |
| or | | wh | ought |

3. Application of Phonics to Getting New Words

The children should be taught *daily* to apply their growing knowledge of phonics to getting new words in their reading. They should be enabled to help themselves in discovering new words, for independent power to call words must be developed. To obtain the best results, the value and purpose of lessons in phonics should be made evident to the children.

4. Results

- (1) Instant recognition of phonic facts.
- (2) Ability to read lists of words containing the facts taught.
- (3) Ability to use the sounds independently in discovering new words in the reading lessons.
- (4) The habit of using phonics to discover new words.
- (5) Good articulation.

THIRD GRADE

PLAN OF WORK

1. Mastery of the Work of the Second Year

The work of the second year should be thoroughly reviewed. Constant drills should be given until pupils are able to use the sounds independently in getting new words.

2. **Systematic Work in Phonics**, given at special drill periods, should be continued throughout the year. The needs of individual pupils should be carefully studied and lessons planned to give every child a thorough knowledge of phonic facts. This knowledge must be applied daily to getting new words in the reading lessons. Phonics must be used constantly as a means of word mastery to develop (1) the power to get new words unaided, and (2) the habit of doing so.

3. New Sounds to be Taught

New sounds should be presented as needed in getting words. A few are here listed.

| | | |
|--------------|--------------|------------|
| ph | ie (field) | ea (great) |
| tion as shun | gu | ey (grey) |
| tion as chun | es | ear (bear) |
| sion | ei | |
| | ar (after w) | |

Continue the work of word building. List of words containing the sounds listed above are here given.

| <i>ph</i> | <i>tion</i> | <i>tion</i> | <i>sion</i> | <i>ie</i> |
|-----------|-------------|-------------|-------------|-----------|
| phone | vacation | question | occasion | field |
| orphan | election | mention | ascension | shield |
| nephew | plantation | digestion | | chief |
| elephant | | | | thief |
| | | | | fierce |
| | | | | piece |

| <i>es</i> | <i>ei</i> | <i>ar</i> (after w) | | <i>ea</i> | <i>ey</i> |
|-----------|------------|---------------------|------|-----------|-----------|
| catch | vein | warm | warn | great | grey |
| catches | rein | ward | war | steak | prey |
| branch | skein | | | break | whely |
| branches | | <i>gu</i> | | | they |
| dish | <i>ear</i> | guess | | | |
| dishes | bear | guest | | | |
| | tear | guard | | | |
| | wear | guide | | | |

Develop laws for pronunciation of *alm*, *alf*, *ast*, *ask*, *aunt*, *a* in *grass*. The following phonetic rules will prove helpful to the children:

- (1) When *e* comes at the end of a word of one syllable, the *e* is silent and the preceding vowel is long. This is known as the rule of "Final *e*"—can, cane; not, note; cub, cube.
- (2) When the following two vowels occur together in a word, the first vowel is long and the second vowel is silent—*oa*, *ea*, *ai*. This is known as the rule of "two vowels"—boat, seat, train.

- (3) *C* before *e*, *i* or *y* has the sound of *s*—cent, city, fancy.
- (4) *G* before *e*, *i* or *y* has the sound of *j*—gentle, ginger, suggested, gypsy.
- (5) *W* before *r* is silent—write wrestle, wrap.
- (6) *K* before *n* is silent—knight, knock, know.
- (7) *G* before *n* is silent—gnat, gnaw, sign, gnome.
- (8) *Ph* always has the sound of *f*—phonograph, elephant, phlox.
- (9) When *ed* comes at the end of a word it adds a syllable when preceded by *d* or *t*—roasted, faded.
- (10) In words ending in *tion* or *sion*, the accent falls on the next to the last syllable—graduation, profession, ascension.
- (11) When there is a vowel at the end of the first syllable, the vowel sound is long—baker, pony.

4. **Oral Exercises in Pronunciation of Words by Syllables** should be given, first to emphasize to the ear consonant sounds and, second, to get a working knowledge of syllable recognition and accent to use in the analysis of the numerous words met in the reading and other studies in this and later grades.

In the work in word building special emphasis should be placed on prefixes and suffixes.

| Prefixes | | Suffixes | | |
|----------|-------|----------|------|-------|
| a | be | able | ful | ous |
| an | re | ible | ing | ward |
| dis | sub | er | less | ition |
| ex | un | est | ly | ness |
| in | under | | | |

The following drills are suggestive.

| | | | |
|-----------|----------|-----------|---------|
| ex | | | |
| expect | explain | excuse | express |
| ful | | | |
| truthful | thankful | hopeful | |
| helpful | useful | wonderful | |
| un | | | |
| true | happy | just | |
| untrue | unhappy | unjust | |
| ly | | | |
| proudly | quickly | ugly | truly |
| easily | gladly | gayly | nearly |
| less | | | |
| thankless | careless | blameless | |
| helpless | fearless | useless | |

5. Results

- (1) The mastery of the mechanics of reading should be accomplished.
- (2) The habit of attacking new words unaided should be established.
- (3) Pupils should be independent readers, able to discover new words readily both by the use of phonics and by the help of the context.
- (4) Work in phonics should result in good articulation.

PHONICS IN GRADES ABOVE THE THIRD

It is expected that the mechanics of reading will be quite thoroughly mastered by the close of the third year. However, it frequently happens that children in the fourth grade need a complete review of the third-grade work, for lack of ability to get new words often lies at the foundation of the poor reading in the fourth grade. The needs of individual children in all the grades should be carefully studied and special instruction given to remedy any deficiency in ability to attack new words. Teachers of all grades, especially the fourth, are urged to turn to the work in phonics for the first three grades for guidance in giving backward pupils the mastery over the mechanics of reading so essential to their progress.

READING

Section X

SILENT READING EXERCISES FOR GRADES FOUR TO SEVEN

I. INCREASING RATE

1. **Phrase Flashing.** This is a valuable means of training for better eye movements. Use several sets of flash cards containing phrases from reading lessons or which appeal to the interests of the children.
2. **Reading Under Time Limit.** The teacher chooses a selection and formulates a question for each paragraph or page. Pupils read for three or four minutes. (As they read the teacher observes habits of pointing with finger, lip movement, and vocalization.) At the end of the time the children mark the amount read. The teacher then asks the questions. Reproduction is brief and the silent reading begins again. Interesting, familiar material is preferred, with no word difficulties to be explained.

II. IMPROVING COMPREHENSION

A. Silent Reading and Reproduction

1. Story read silently during recitation period. Reproduction with emphasis on organization of thought—through questions and discussions.
2. During study time pupils read story silently, place books in desk, and then write the story. At recitation time written stories are read.

B. Reading to Answer Factual Questions

1. Use cumulative story or fable. The cumulative tale, with its round of repetitions and distinct thought units—each repeating all previous ideas and also adding a new idea—is excellent material for training pupils to find answers to fact questions.

During recitation time:

Question (which calls for specific answer) is asked.

Section read silently. When answer found, child stands.

Answer given. Exercise continues.

At the end, the story as a whole should be reviewed.

2. Informational material.

During study period:

Pupils read selection and record answers to questions.

During recitation:

Answers compared and checked.

*Example:

RUBBER

Rubber is the milk of a South American tree. In tapping maple trees for syrup, it is the sap of the tree that is drawn. But the rubber milk is

different, for it is hidden in cells just under the bark, so the cutting must be done very carefully, as the wooden heart of the tree must never be wounded.

Answer each question with *Yes* or *No*.

1. Does the rubber tree grow in North America?
2. Is the milk of the rubber tree different from the sap of the maple tree?
3. Is it necessary to cut the bark of the rubber tree carefully?
4. Would it injure a rubber tree if the heart were wounded?
5. Is rubber made from the bark of the rubber tree?

C. Reading to Answer a Few Crucial Problem Questions

1. Assign text to be read silently.
 - a. By oral questions, sequent and significant, invite various interpretations.
Make comparisons and settle differences by oral reading—to find basis in the text.
 - b. Ask for reading aloud of part of text which makes a certain point, describes this essential, this detail, make distinction between essential and detail *clear*.
 - c. Ask for various parts that are needed to complete presentation of this fact, character, action, etc.

2. During study period read whole selection through rapidly. Then reread to find answers to questions. Reread again, if necessary, and write answers. Carefully reread selection again to see if answers are correct.

During recitation, questions and answers discussed.

3. A Training Exercise, Using the Geography.*

Material: *Essentials of Geography*, Book II, Pages 164-66.

Assignment: First read the material through rather rapidly. Then read to find the answer to the first question. After recording the answer, reread the section to make sure the answer is correct. In case you are not sure that the answer is right, put a question mark in front of the answer. The answers are to be facts taken from the text and stated in your own words so as to apply to the question. Answers based upon your previous knowledge or experience, the facts of which are not given in the text, will not be correct. Each question can be answered in one sentence, except the one requiring a drawing.

Sec. 227: What is the difference between the way moisture is supplied for farming in the Plateau States and the way it is supplied in the eastern part of the United States?

Helps: Select one word or phrase that tells how the crops are watered in the East. Select one word that tells how the crops are watered in the Plateau States. Write a sentence containing the two which will answer the question.

Sec. 228: Why did irrigation begin in Utah?

*From Stone's Silent and Oral Reading. Used by permission of the publishers, Houghton-Mifflin Company, New York City.

Sec 229: Draw a rough sketch of an irrigation system and label with words given in the text.

At first each farmer provided his own ditch direct from the stream. What led to the need of coöperation through companies for building irrigation systems?

List two sources of water for irrigation.

Sec. 230: Why is "The Reclamation Service" a good name for the department of the United States that helps with irrigation?

Why is a dam built?

In how many States is there land reclaimed through irrigation projects? (This question tested the resourcefulness of the pupils in consulting a map embodied in the text, and referred to.)

How does building a dam for irrigation sometimes promote manufacturing?

D. Organization

1. Getting Essential Idea from the Paragraph.

a. Use paragraphs or series of paragraphs, each having a clear outstanding idea.

*Example (1):

Nearly all the Eskimos live along the seashore, where they can catch fish, seals and walrus. The seal is the greatest wealth the Eskimo has. The seal eats fish and keeps warm in the ice-cold water because he has a coat of soft, fine, water-proof fur, and under his skin a thick layer of fat. Seal meat is bread to the Eskimo. He cooks with seal fat and makes clothes, boats and tents of the seal skin.

Here are three statements telling what the above paragraph is about. Put a cross after the one which you think best indicates the chief idea the author is trying to convey.

The wonderful coat of the seal.

The value of the seal to the Eskimo.

The place where the Eskimo lives.

†Example (2):

The western part of the United States was not settled till much later than the eastern. The discovery of gold quickly drew many settlers to California, and, as the search for the precious metal was carried farther, the entire West soon became explored and settled.

Draw a line under the one word in the paragraph above that tells what it was that caused the western part of the United States to be settled.

b. Assign comparatively long text. Have it read rapidly to get general theme. Then have a paragraph read at a time, and decide the topic of each paragraph. Discover paragraphs that cover a given part. Select significant paragraphs—discuss why significant.

*From Detroit Course of Study.

†Used by Monroe in his reading tests.

In beginning this work some paragraphs may be read aloud and through class discussion bring out (a) the chief idea, (b) what each paragraph adds to thought, (c) supporting details.

- c. Assign successive chapters of a long story to be read silently to a group of pupils. Have them tell story to class (reading specially vital portions aloud).
2. Matching Paragraph Headings with Paragraph.
Teacher gives a series of paragraphs and a list of headings.
Let pupils match.
3. Paragraph Topics.
Read through paragraph. Discuss and sum up in a few words.
Best topic placed on board. Repeat with next paragraph.
4. Grouping Paragraphs.
 - a. Teacher gives large divisions. Children decide how many paragraphs are grouped together under one head.
 - b. Pupils told to read selection rapidly, then reread and divide it into main divisions, naming each. During recitation main divisions given; then the essential idea of each paragraph in the main divisions—through class discussions and group effort.
 - c. In text-books show headings for chapters, for large parts and for subsection and paragraph.

Excellent suggestions are given in the Teacher's Manual to the Bolenius Readers, published by Houghton-Mifflin Company.

E. Drawing and Dramatization—Playing Games

1. Selections read and portions chosen for dramatization or illustration.
2. Read directions for a game or trick—then play it.

III. INCREASING VOCABULARY

A. Activities Aiding the Growth of the Sight Vocabulary*

1. Oral reading in the lower grades.
2. Audience reading.
3. An extensive vicarious experience through reading.
4. Interpretative discussion, naturally involving the oral use of many words in text.
5. Special interpretative problems requiring the selecting, comparing and contrasting of words in the text.
6. Systematic lessons in the analysis of word meanings and in the use of appropriate helps, given in periods separate from the regular reading lessons.

No doubt the most important means of reading vocabulary growth is an extensive vicarious experience through reading.

*From C. R. Stone's "Silent and Oral Reading," published in the Riverside Text-Books in Education by Houghton-Mifflin Company. Copyright, 1922. Used by special permission of the publishers.

B. Difficult Words in Reading Lessons

Only new and difficult words in reading lessons which are absolutely essential to the understanding of a selection and the meaning of which cannot be inferred from the text, should be explained in the assignment. All other words are met in the context, and pupils are asked as they study a selection to list any words the meaning and pronunciation of which are not clear. These later are given attention. Thus the child meets the words in thought relations and the special study is an outgrowth of the need for them.

C. Systematic Word Study

1. Word study (given at a separate period from the reading lesson) should receive attention in every grade. Words are studied in the context for meaning and certain ones chosen for detailed analysis of prefix, suffix and stem.

Suggestions are given under "Means" throughout all grades. Helpful lessons are given in the Silent Readers, John C. Winston Co., Philadelphia, and Stone's "Silent and Oral Reading," Houghton-Mifflin Company, New York.

2. As a fundamental vocabulary, the "Thousand Commonest Words in a Child's Reading Vocabulary" (Thorndike's Teacher's Word Book*) are suggested—to be *readily recognized* and *used* by all pupils in the fourth grade and above. See pages 100-104.
3. Suggested Exercises in Word Meanings.

- a. Opposites.

Draw a line under the word which is the opposite of the first word of each line.

Dry—parched, damp, moist, wet, arid.

Sweet—fragrant, lemon, nasty, sour.

Right—sure, wrong, improper, true.

- b. Completion exercises.

Read the first line. Think what class the word belongs to.

Write two more words in the blanks which belong to the same class.

Oak, maple, pine, _____, _____.

French, Italian, Spanish, _____, _____.

Kangaroo, tiger, alligator, _____, _____.

- c. Misplaced words.

In each of the lists below, there is a word that does not belong with the others. Pick out the word that is out of place and draw a line under it.

dog, canine, puppy, house.

house, dwelling, book, shack, cottage.

minister, city, clergyman, pastor, preacher.

*Columbia University, New York.

d. Classification drills.

Place each word under the proper heading.

| <i>China</i> | <i>Japan</i> | <i>India</i> | |
|--|--------------|----------------|-----------------------|
| wall, desert, rice, silk, bamboo, Shanghai, lacquer, tea, Tokyo, Yangste, British, queue, athletes, volcanoes, Pekin, islands, Bombay, irrigation. | | | |
| <i>automobile</i> | <i>tree</i> | <i>clothes</i> | <i>farm machinery</i> |
| Cadillac, oak, gloves, hat, drag, Chandler, maple, plow, ash, threshing machine, poplar, coat, Reo, dress, reaper, shoes, chestnut, cultivator, Nash, Essex. | | | |

D. Meaning Through Context

Definite provision should be made for training children to get the meaning of words through context. The child should be given guiding questions in finding meanings.

Suggestions on training the child to get the meanings of words through the context:

1. What word in the first stanza of "The Land of Story Books" means the same as *father* and *mother*? What word in the third stanza means the same as *see*? "Spy." What word in the fourth stanza means the same as *edge*? "Brink."

E. Use of the Dictionary

The dictionary habit should be cultivated as soon as the pupil is able to use the dictionary intelligently—work begins in the fourth grade. The child in later life must depend upon the dictionary rather than upon his teacher for help in meaning, pronunciation and spelling of words, and should be taught to use the dictionary economically and effectively. The dictionary should be made a direct help in the pupil's word progress. Its best service is rendered when it is used to supplement the pupil's efforts in learning words. Independence in grasping meaning and pronunciation is the desired end and the pupil should be encouraged to go to the dictionary only when unable to think out the meaning of a word for himself.

Driggs points out two main ways by which definitions may be discovered: (1) From the context; (2) from the construction. "Pupils, trained to study words from both these viewpoints, are schooled in word watchfulness. They become to a certain extent dictionary makers themselves, and are better able to appreciate the dictionary when they must turn to it for help in sharpening their definitions."

Suggestions in Training the Child to Use the Dictionary.

1. Be sure that the child has a *motive* for using the dictionary. Drill on finding meanings of lists of words divorced from their natural setting is of doubtful value. The important thing is to find the meaning of a word as it is used in a certain sentence.
2. From the beginning teach children to arrange words alphabetically, to know, in a flash, whether a word beginning with *e* occurs at the beginning or at the end of an alphabetical list. Give much practice in finding names in telephone directories, etc.
3. Give much practice in the fourth grade in the finding and pronunciation of words listed in the appendix of the reader and the geography.

4. Assign words beginning with the same initial to show that the initial letter alone does not determine the place of the word in an alphabetical list.
5. Call the child's attention to the two index words at the top of each page—one over each column—that help him to get quickly the sub-alphabetical arrangement of words on the page.
6. Special exercises should be given to show the child how to determine the preferred pronunciation.
7. Exercises in the interpretation of diacritical marks through the key words at the bottom of the page should be given also. Encourage the child to use his phonetical knowledge whenever possible. The meaning of accentuation and syllabication should be understood and applied by the child.
8. The test of a meaning selected for a word should be how appropriately it can be substituted in the sentence in which the original word occurs.
9. Training in the use of the dictionary should be given at a separate period from the reading lesson as a teacher-pupil study lesson or definite seat work.

For helpful suggestions in the use of the dictionary, see "Word Mastery," Books I and II, Appendix, pages 1-19.

READING

Section XI

GROUPING AS A PROVISION FOR INDIVIDUAL DIFFERENCES AND REMEDIAL EXERCISES IN DEVELOPING SILENT READING ABILITY

In a grade of children there is sure to be a wide variation in both the speed with which the children read and the accuracy with which they comprehend the assigned material. This is especially true in the middle grades. The most practical thing to do would be to arrange the grade into groups as determined by the scientific tests and the teachers' personal knowledge. The speed and comprehension tests will reveal the needs of any grade and they can then be grouped according to definite weaknesses. Then each group could be given material of a difficulty suited to its ability and interests, and methods of instruction could be varied to suit the needs of the specific group. The following groups are usually found:

1. Those who read very rapidly and comprehendingly.
2. Those who read comprehendingly and slowly.
3. Those who read rapidly but with little comprehension.
4. Those who read neither rapidly nor comprehendingly.

The group of superior readers could be permitted to read independently for their own pleasure, to occasionally work as a team and give a report of their reading, or use the selection for audience reading or dramatization.

The group that is slow and accurate needs speed drills and large amounts of the extensive type of reading. Give an abundance of easy interesting material. Study the interests of the pupils and select books from the lists given for a lower grade. Encourage the reading of easy books at study periods and for home reading, with a time record kept. Check pupils briefly on comprehension by reproduction or answering questions. Give class standards to be attained and let pupils know their progress. Use the exercises given in Section X for increasing rate. See also Stone's "Silent and Oral Reading," Chapter X.

The group that is rapid and inaccurate needs training exercises for carefully checking comprehension. They need training in reading for content. Remedial lessons should consist of the silent reading of paragraphs from books of lower grade standard, the material gradually increasing in difficulty as progress is made. Meanings of words and phrases as thought units should be emphasized. The purpose of the silent reading is to secure an understanding of the content. After the silent reading, reproduction should be given and a number of specific questions answered. Then follows a rereading of the selection for any thoughts overlooked during the first reading and a second reproduction. Use the exercises for increasing comprehension given in Section X, *Silent Reading Exercises*.

The slow group—those who are slow and inaccurate—need phonetic and oral reading work with a variety of plans for building up word meanings, phrases and sentences. It will be necessary to study individual deficiencies and apply suitable remedial treatment. Very simple reading material should be used until pupils have improved in fluency in oral reading, and have a ready grasp of the content.

Groups 3 and 4 are the ones who need the teacher's time and effort and devices to raise them to a level of efficiency. Study their needs. If they lack a reading vocabulary and phonetic power, give phonics, word drills and exercises for increasing the vocabulary. Use also much oral reading of easy, interesting material. See vocabulary and dictionary exercises given in Section X, *Silent Reading Exercises*, and Section IX, *Phonics*.

In the case of the child who repeats in oral reading, remedial instruction centers on overcoming these two reading defects: repetitions and substitutions—through much practice in phrase reading.

Reading to a problem will always be found helpful in increasing interest and as an aid in comprehension. Let the assignment contain a series of questions on the sections and paragraphs of the lesson. Shift pupils from group to group as they make progress.

Most helpful suggestions are found in:

Remedial Work in Reading—Elementary School Journal, May and June, 1920, January, 1921—*University of Chicago*.

Journal of Educational Research, September, 1920—*Public School Publishing Co.*, Bloomington, Ill.

Monroe's "Measuring the Results of Teaching"—*Houghton-Mifflin Co.*, New York.

READING

Section XII

READING TO CHILDREN

Teachers are urged to study carefully the suggestions given on *Reading to Children*, *Story Telling* and *Poetry*, to be found in Section I, *Guiding Principles*. A list of the poems read to the children in each grade should be kept so that the teacher may the next year refer to these and select those she will read.

Teachers may choose from the following suggestive list of literary selections such poems as are appropriate for their classes.

FIRST GRADE

Mother Goose Rhymes

The children should become familiar with a large number of Mother Goose rhymes, for they are truly the delight of childhood. Every schoolroom should have a well illustrated copy of Mother Goose. This the teacher should read to the children, showing and discussing the picture that accompanies the rhyme she is reading. She will find that later, if the book is laid where the children can get it, they will "read" to themselves, or others in little groups, the rhymes she has read. "This is the road that leads to real reading." Excellent editions of Mother Goose are:

Mother Goose—Illustrated by Jessie Wilcox Smith, published by *Dodd, Mead & Co.*, New York, \$1.50. Larger edition, \$4.

Mother Goose—Illustrated by Frederick Richardson, published by *P. F. Volland Co.*, Chicago, \$1.50.

Mother Goose—(Small, inexpensive edition) Published by *D. C. Heath & Co.*, Chicago.

Use:

Little Boy Blue
Humpty Dumpty
Pussy Cat, Pussy Cat
Hi Diddle Diddle
Hickory, Dickory, Dock
Blow, Wind, Blow
Ding, Dong, Bell
Little Jack Horner
The Crooked Man

Simple Simon
One, Two, Buckle My Shoe
I Love Little Pussy
Sing a Song of Sixpence
I Have a Little Sister
This Little Pig Went to Market.
As I Was Going to St. Ives
Baa, Baa, Black Sheep
Rocky-a-bye, Baby

Poems

Whole Duty of Children—*Robert Louis Stevenson.*

The Cow—*Robert Louis Stevenson.*

Time to Rise—*Robert Louis Stevenson.*

Rain—*Robert Louis Stevenson.*

The Swing—*Robert Louis Stevenson.*

The Wind—*Robert Louis Stevenson.*

Singing—*Robert Louis Stevenson.*

Bed in Summer—*Robert Louis Stevenson*.
Sleep, Baby, Sleep (Lullaby)—*Robert Louis Stevenson*.
Why Do Bells for Christmas Ring?—*Eugene Field*.
The Night Before Christmas—*Clement C. Moore*.
Boats Sail on the Rivers—*Christina Rossetti*.
Daisies—*Frank Dempster Sherman*.
Little Birdie—*Alfred Tennyson*.
Child's Thought of a Star—*Jane Taylor*.
Over in the Meadow—*Wadsworth*.
Who Stole the Bird's Nest?—*L. M. Child*.
Goodnight—*Victor Hugo*.
Little Alec's Bear Story—*James Whitcomb Riley*.

SECOND GRADE

Who Has Seen the Wind?—*Christina Rossetti*.
My Shadow—*Robert Louis Stevenson*.
Where Go the Boats?—*Robert Louis Stevenson*.
The Rock-a-Bye Lady—*Eugene Field*.
Good Night and Good Morning—*Lord Houghton*.
Holy Night—
Seven Times One—*Jean Ingelow*.
The Violet—*Lucy Larcom*.
The Bluebird—*Emily Huntington Miller*.
Answer to a Child's Question—*Samuel Taylor Coleridge*.
The Brown Thrush—*Lucy Larcom*.
Foreign Children—*Robert Louis Stevenson*.
My Bed Is a Boat—*Robert Louis Stevenson*.
Autumn Fires—*Robert Louis Stevenson*.
Land of the Counterpane—*Robert Louis Stevenson*.
The Night Wind—*Eugene Field*.
How the Leaves Came Down—*Susan Coolidge*.
While Stars of Christmas Shine—*Poulsson*.
The Flag Goes By—*Henry Bennett*.

THIRD GRADE

The First Psalm—*The Bible*.
The Twenty-Third Psalm—*The Bible*.
All Things Beautiful—*Cecil F. Alexander*.
Wynken, Blynken and Nod—*Eugene Field*.
The Four Winds—*Frank Dempster Sherman*.
O Little Town of Bethlehem—*Phillips Brooks*.
America—*Samuel F. Smith*.
The Year's at the Spring—*Robert Browning*.
Sweet and Low—*Alfred Tennyson*.
Wishing—*William Allingham*.
The Owl and The Pussy Cat—*Edward Lear*.
Windy Nights—*Robert Louis Stevenson*.
I Love You, Mother—*Joy Allison*.
Selections from Hiawatha's Childhood—*Henry W. Longfellow*.

The Wonderful World—*Rand*.
 September—*Helen Hunt Jackson*.
 Robin Red Breast—*William Allingham*.
 The Flag Goes By—*Henry Bennett*.
 Marjorie's Almanac—*Aldrich*.
 The Leak in the Dike—*Phæbe Cary*.
 He Prayeth Best—*Coleridge*.
 We Are Seven—*Wordsworth*.
 The Mountain and The Squirrel—*Emerson*.

FOURTH GRADE

October—*Helen Hunt Jackson*.
 Father in Heaven, We Thank Thee—*Ralph Waldo Emerson*.
 The Village Blacksmith—*Henry Wadsworth Longfellow*.
 Evening at the Farm—*John Townsend Trowbridge*.
 A Child's Thought of God—*Elizabeth Barrett Browning*.
 While Shepherd's Watched Their Flocks by Night—*Nahum Tate*.
 The Flag Goes By—*Henry Holcomb Bennett*.
 The Night Wind—*Eugene Field*.
 The Fairies—*William Allingham*.
 A Boy's Song—*James Hogg*.
 Lucy Gray—*William Wordsworth*.
 Norse Lullaby—*Eugene Field*.
 Jack Frost—*Gould*.
 Song of Marion's Men—*Bryant*.
 I Live for Those Who Love Me—*Banks*.
 Piccola—*Thaxter*.
 Casabianca—*Hemans*.
 The Wreck of the Hesperus—*Longfellow*.
 The Sandpiper—*Thaxter*.

FIFTH GRADE

September—*Helen Hunt Jackson*.
 Today—*Thomas Carlyle*.
 A Farewell—*Charles Kingsley*.
 A Christmas Carol—*Josiah Gilbert Holland*.
 Yussouf—*James Russell Lowell*.
 Paul Revere's Ride—*Henry Wadsworth Longfellow*.
 The Inchcape Rock—*Robert Southey*.
 March—*William Wordsworth*.
 The Gladness of Nature—*William Cullen Bryant*.
 Song of the Brook—*Alfred Tennyson*.
 Old Ironsides—*Oliver Wendell Holmes*.
 The Children's Hour—*Henry Wadsworth Longfellow*.
 Robert of Lincoln—*William Cullen Bryant*.
 The Tree—*Bjornson*.
 Warren's Address to the American Soldiers—*Pierpont*.
 Story of Mondamin (From Hiawatha)—*Longfellow*.
 Excelsior—*Longfellow*.

Collections of Poems

| <i>Grade—Author</i> | <i>Title</i> | <i>Publishers</i> |
|-------------------------|---|----------------------|
| 1-8—Blake and Alexander | Graded Poetry, Nos. 1 to 7 | Chas. E. Merrill Co. |
| 1-2—Scudder, H. E. | Verse and Prose for Beginners | Houghton-Mifflin Co. |
| 1-5—Stevenson, R. L. | Child's Garden of Verse | Houghton-Mifflin Co. |
| 3-8—Chisholm, L. | The Golden Staircase | Putnam |
| 4-8—Lucas, E. V. | Book of Verse for Children | Henry Holt Co. |
| 5-6—Wiggin and Smith | The Posy Ring | Doubleday-Page Co. |
| 7-8—Wiggin and Smith | Golden Numbers | Doubleday-Page Co. |
| Palgrave, L. T. | The Child's Treasury of Eng- lish Poetry | Macmillan Co. |

Books for Teachers

| <i>Author</i> | <i>Title</i> | <i>Publishers</i> |
|----------------------|--------------------------------------|----------------------|
| Haliburton and Smith | Teaching Poetry in the Grades | Houghton-Mifflin Co. |
| Chubb | The Teaching of English | Macmillan Co. |
| Colby | Literature and Life in the School | Houghton-Mifflin Co. |

STORIES AND BOOKS TO BE READ OR TOLD TO CHILDREN

Teachers may choose from the following suggestive lists such stories as are appropriate for their classes. Other stories in the school readers may be used. This list is given with the hope that teachers may find it helpful in a field so full of wonderful possibilities, with its inviting array of treasures, and its immeasurable influence on the lives of both teachers and pupils.

These stories are selected with definite aims in view. Some are chosen because they serve the highest purpose of the story—true joy and pleasure. "The story must enlarge and enrich the spiritual possessions of the child." This is our first aim. Some are given because they may be used in connection with other lessons—reading, nature work, geography, and history. They thus serve the purpose of supplementing the regular schoolroom work and, also, of giving the children additional information along many lines. Other stories offer fine opportunity for the arousing of moral judgment. When the story is ethical or filled with chivalry and self-sacrifice, the children are stirred with admiration for the characters. Fables are included because they carry home to children common-sense, everyday truths in a vital way. There are other delightful stories which would be included in this list but for the fact that the children will have the pleasure of reading them in the State Adopted Series of Readers. Teachers should select some of these stories and *tell* them to the children. Story-telling is an art, and should be cultivated by teachers, for it is the means of establishing a bond of genuine friendship between children and teacher. Little hearts unfold themselves to grown people who have the power of "story-telling." A list of books in which these stories may be found is also given. The numbers by the stories indicate the books which contain the story.

LIST OF STORIES

FIRST GRADE

FOLK AND FAIRY TALES

The Three Bears (7, 16)
 Jack and the Beanstalk (7)
 Little Red Riding Hood (7, 13)
 Fairy Tell True (12)
 Tom Thumb (7)
 Peter and the Magic Goose (7)
 Sleeping Beauty (12)
 Five Peas in a Pod (10)
 Snow White and Rose Red (11)
 Discontented Pine Tree (11)
 The Fir Tree (10)
 Elves and the Shoemaker (3)
 Pied Piper of Hamelin (2)
 The Goat and the Seven Kids (12)
 The Little Match Girl (10)
 Cinderella (12)
 Mother Goose—*Houghton-Mifflin Co.*
 Uncle Remus—*Appleton & Co.*

MYTHS

Æolus and His Children (19)
 Apollo and Clytie (19)
 Golden Rod and Aster (19, 22)
 Echo and Narcissus (19)
 Hermes' Cattle (19)
 Iris, the Rainbow Fairy (19)

LEGENDS

Indian Stories (20)
 The Song of Hiawatha (selections from)
 Red-Headed Woodpecker (22)
 Why the Evergreen Trees Keep Their Leaves (2)
 How We Came to Have Pink Roses (2)
 Legend of St. Valentine
 Legend of St. Christopher (23)

FABLES

The Ant and the Grasshopper (7, 24)
 The Dog and the Shadow (7, 24)
 The Lion and the Mouse (7, 24)

The Mice in Council (7, 24)
 Fox and Grapes (7, 24)
 The Hare and the Tortoise (7, 24)
 The Goose and the Golden Eggs (7, 24)
 The Dove and the Ant (7, 24)
 The Boy and the Wolf (7, 24)

HISTORICAL STORIES

Indian Stories (20, 21)
 Story of Columbus
 Story of First Thanksgiving (4)
 Story of George Washington (4)
 Story of the Flag
 Stories for General Lee's Birthday (18)
 Story for Memorial Day

BIBLE STORIES

Moses in the Bulrushes (26)
 Little Samuel (26)
 Story of the Rainbow (26)
 David and Goliath (3)
 The Shepherd's Song (3)
 New Testament Stories (27)

OTHER STORIES

Star Dollars (2)
 The Pig Brother (2)
 Raggybug (2)
 Golden Cobwebs (2)
 The Cooky (2)
 Epaminondas (3)
 Little Alec's Bear Story
 Little Black Sambo—*F. A. Stokes Co.*
 Peter Rabbit—*Henry Altemus*
 Reynard the Fox—*American Book Co.*
 The Fairy's New Year's Gift (5)
 Chestnut Boys (5)
 A Lesson in Faith (5)
 The Sleeping Apple (5)
 Why the Chimes Rang (34)
 Johnny Crow's Garden—*Warne*

SECOND GRADE

FOLK AND FAIRY TALES

Dick Whittington and His Cat (25)
 Princet and the Golden Blackbird (7)
 The Fir Tree (10)
 The Flax (5)
 Why the Sea is Salt (2)
 Beauty and the Beast (11)
 Diamonds and Toads (11)
 The Rat Princess (2)

FABLES

The Crow and the Pitcher (7, 24)
 Farmer and the Stork (7, 24)
 The Man, the Boy, and the Donkey
 (7, 24)
 The Dog in the Manger (7, 24)
 Old Man and His Sons (7, 24)
 Ant and the Dove (7, 24)
 The Lark and Her Young Ones (3)
 The Wind and the Sun (7, 24)

MYTHS

Flocks of Apollo (19)
 The Golden Fleece (19)
 Hyacinthus (19)
 Orpheus (19)

LEGENDS

Selections from Hiawatha
 Fulfilled—A Legend of Christmas
 Eve (2)
 The Fire-Bringer (2)

WONDER TALES

The Golden Touch (29)
 The Gorgon's Head (29)
 The Miraculous Pitcher (29)
 Story of Ulysses—*Public School Pub.*
Co.
 Kingley's Greek Heroes—*American*
Book Co.
 Gods and Heroes—*Ginn & Co.*
 The Bluebird—*Silver Burdett & Co.*
 King of the Golden River—*Hough-*
ton-Mifflin Co.

BIBLE STORIES

Old Testament Stories—*Chisholm*
 New Testament Stories—*Kellman*

HISTORICAL STORIES

Same as for the First Grade

STORIES OF OTHER LANDS

Little Folks of Many Lands—*Ginn*
& Co.
 Big People and Little People of Other
 Lands—*American Book Co.*

OTHER STORIES

The Cat and the Parrot (2)
 How Br'er Rabbit Fooled the Whale
 and the Elephant (2)
 Jackal and Alligator (3)
 The Frog and the Ox (2)
 Benjy in Beastland (4)
 Piccola (4)
 Moufflon (4)
 Dick Smiley's Birthday (4)
 Burning of the Rice Fields (2)
 The Story of Wylie (2)
 Little Daylight (2)
 The Sailor Man (2)
 Bruce and the Spider (9)
 Selections from Fifty Famous Stories
 (9)
 Selections from Robinson Crusoe—
Public School Pub. Co.
 The Talkative Tortoise (3)
 Cornelia's Jewels (9)
 The Loveliest Rose in the World (17)

THIRD GRADE

LEGENDS

Legends of Alfred—*Scribner's Sons*
 William Tell—*Scribner's Sons*
 Robin Hood—*Scribner's Sons*

MYTHS

Apollo and Pan (19)
 Labors of Hercules (19)
 Latona and the Rustics (19)
 Psyche (19)
 Perseus and Andromeda (19)

Venus and Adonis (19)
 The Dragon's Teeth (19)
 Persephone (19)

FABLES

Fox and the Goats (7)
 The Wolf in Sheep's Clothing (7)
 The Monkey, the Cat, and the Chest-
 nuts (7)

BIBLE STORIES

Abraham, Jacob, Moses, Samson,
 Samuel, Isaac, Joseph, Joshua,
 David (25)
 New Testament Stories (27)

ANIMAL STORIES

Wild Animals I Have Known—*Seton
 Thompson. Scribner's Sons*
 Biography of a Grizzly — *Seton
 Thompson. Scribner's Sons*
 The Jungle Book—*Kipling. Century
 Co.*

HISTORICAL

Same as for First and Second Grades,
 and
 Indian Stories
 Stories of Colonial Children—*Educa-
 tional Pub. Co.*

Great Americans for Little Ameri-
 cans—*American Book Co.*
 State History Stories
 Stories of General Robert E. Lee and
 General Jackson
 Story of the Star-Spangled Banner
 Stories of Lincoln

STORIES OF OTHER LANDS

Little People of the Snow—*Flanna-
 gan*
 The Dutch Twins—*Houghton-Mifflin
 Co.*
 The Japanese Twins—*Houghton-Mif-
 flin Co.*
 Each and All—*Ginn & Co.*
 The Eskimo Twins—*Houghton-Mif-
 flin Co.*
 Seven Little Sisters—*Ginn & Co.*
 Leak in the Dyke (5)

OTHER STORIES

The Golden Windows (6)
 Alice's Adventures in Wonderland—
Macmillan Co.
 Through the Looking Glass—*Macmil-
 lan Co.*

Books from which to obtain the stories are here listed:

1. Uncle Remus—*Harris. D. Appleton & Co.*
2. How to Tell Stories to Children—*S. C. Bryant. Houghton-Mifflin Co.*
3. Stories to Tell to Children—*S. C. Bryant. Houghton-Mifflin Co.*
4. The Story Hour—*Wiggin. Houghton-Mifflin Co.*
5. In the Child's World—*E. Poulsson. Milton Bradley.*
6. The Golden Windows—*Richards. Little, Brown & Co.*
7. Fairy Stories and Fables—*Baldwin. American Book Co.*
8. Old Greek Stories—*Baldwin. American Book Co.*
9. Fifty Famous Stories—*Baldwin. American Book Co.*
10. Hans Andersen Fairy Stories—*Riverside Series, Houghton-Mifflin Co.*
11. Grimm's Fairy Tales—*Riverside Series, Houghton-Mifflin Co.*
12. Grimm's Fairy Stories *Claxton-Haliburton. B. F. Johnson Co.*
13. The Blue Fairy Book—*Lang. Longsman, Green & Co.*
14. The Yellow Fairy Book—*Lang. Longsman, Green & Co.*
15. The Red Fairy Book—*Lang. Longsman, Green & Co.*
16. The Green Fairy Book—*Lang. Longsman, Green & Co.*
17. Good Stories for Great Holidays—*Olcott. Houghton-Mifflin Co.*
18. Life of General Robert E. Lee—*Houghton-Mifflin Co.*
19. Classic Myths—*Mary Catherine Judd. Rand, McNally Co.*
20. Stories of Indian Children—*W. H. Husted. Educa. Pub. Co.*

21. Stories of the Red Children—*Dorothy Brooks. Educa. Pub. Co.*
22. Nature Myths—*Flora J. Cook. Flanagan.*
23. Christ Tales—*Andrea Hofer. Flanagan.*
24. In Fable Land—*Emma Serl. Silver Burdett & Co.*
25. Fable and Folk Stories—*Scudder. Houghton-Mifflin Co.*
26. Old Testament Stories—*Chisholm. Dutton.*
27. Stories from the Life of Christ—*Kelman. Dutton.*
28. Book of Legends—*Scudder. Houghton-Mifflin Co.*
26. Old Testament Stories—*Chisholm. Dutton.*
29. The Wonder Book—*Hawthorne. Houghton-Mifflin Co.*
31. Mother Stories—*Lindsay. Milton Bradley.*
32. More Mother Stories—*Lindsay. Milton Bradley.*
33. For the Children's Hour—*Lewis. Milton Bradley.*

STORIES FOR SPECIAL DAYS

(For all Primary Grades)

NEW YEAR'S DAY

- An All the Year Round Story. In the Child's World—*Poulsson.*
 The Fairy's New Year Gift. In the Child's World—*Poulsson.*

ST. VALENTINE'S DAY

- Legends of St. Valentine.
 The Fair One With Golden Locks. Children's Book—*Scudder.*

EASTER

- Herr Oster Hase. For the Children's Hour—*Bailey & Lewis.*
 The White Hare. Days and Deeds—*Stevenson.*
 A Lesson in Faith. In the Child's World—*Poulsson.*
 The Loveliest Rose in the World—*Hans Andersen.*

MAY DAY

- How the Water Lily Came. Wigwam Stories—*Judd.*
 The Legend of the Dandelion. For the Children's Hour—*Bailey & Lewis.*
 The Maple Leaf and the Violet. Story Hour—*Kate D. Wiggins.*
 Story of the Anemone. First Book of Stories—*Coe.*
 Why the Morning Glory Climbs—*Sara Cone Bryant.*

MOTHER'S DAY

- Hans and the Wonderful Flower. For the Children' Hour—*Bailey & Lewis.*
 The Closing Door. Mother Stories—*Lindsay.*
 The Little Traveler. Mother Stories—*Lindsay.*
 The Fairy Who Came to Our House—*Bailey & Lewis.*

HALLOWEEN

- Legends.
 The Witch. Lang's Fairy Book.
 Tom-Tit-Tot. English Fairy Book—*Jacobs.*

CHRISTMAS

The Christmas Cake—*Lindsay*. More Mother Stories.
 Golden Cobwebs—*Bryant*.
 Night Before Christmas—*Moore*.
 Story of First Christmas—*Wiggins*.
 Christ Tales—*Hofer*.

BIRD DAY

The Busy Blue Jay—*Miller*. True Bird Stories.
 Out of the Nest—*Lindsay*. More Mother Stories.
 Bird Fables—*Æsop*. *Scudder*.
 Lark and Her Young Ones—*Scudder*. Book of Fables.
 Book of Nature Myths—*Holbrook*. *Houghton-Mifflin Co*.

ARBOR DAY

The Kind Old Oak. In the Child's World—*Poulsson*.
 The Girl Who Became a Pine Tree—*Judd*. Wigwam Stories.
 Why the Evergreen Trees Keep their Leaves—*Bryant*. How to Tell Stories to Children.

GRADES THREE AND FOUR

Brown, A. F.—In the Days of Giants. *Houghton-Mifflin Co*.
 Burroughs, John—Squirrels and Other Fur Bearers. School Edition, *Houghton-Mifflin Co*.
 Craik, Mrs. D. M.—Little Lame Prince. *Rand, McNally*.
 Harris, Joel Chandler—Nights with Uncle Remus. *Houghton-Mifflin Co*.
 Hawthorne—Wonder Book. *Houghton-Mifflin Co*.
 Collodi—Pinochio. *Ginn & Co*.
 Sewell, Anna—Black Beauty. *Educational Publishing Co*.
 Logerlof, Selma—Wonderful Adventures of Nils. *Doubleday, Page Co*.
 Pyle, Katherin—Christmas Angel. *Little, Brown & Co*.
 Defoe, Daniel—Robinson Crusoe. *Harper*.
 Dodge, M. M.—Hans Brinker. *Scribner*.
 Baldwin, James—Four Great Americans. *American Book Co*.
 Perry and Beebe—Four American Pioneers. *American Book Co*.

GRADES FOUR AND FIVE

Pyle, Katherin—Christmas Angel. *Little, Brown & Co*.
 Hawthorne, Nathaniel—Grandfather's Chair. *Houghton-Mifflin Co*.
 Spyri, Johanna—Heidi. *McKay*.
 Spyri, Johanna—Moni, the Goat Boy. *McKay*.
 Arabian Nights Entertainments (edited by J. F. Olcott). *Holt*.
 Kipling—Just So Stories. *Doubleday*.
 Burnett—Sara Crewe. *Scribner*.
 Maeterlincke—The Blue Bird for Children (edited by Perkins). *Silver, Burdette*.
 Harris, Joel Chandler—Little Mr. Thimblefinger Stories. *Houghton-Mifflin Co*.
 Ewing—Jackanapes. *D. C. Heath*.
 La Ramee—Dog of Flanders. *Page*.

Page—Two Little Confederates. Scribner.
MacDonald—The Princess and the Goblin. Lippincott.
Page—A Captured Santa Claus. Scribner.

GRADES FIVE AND SIX

Alcott, L. M.—Eight Cousins. Little.
Alcott, L. M.—Joe's Boys. Little.
Church, A. J.—Iliad for Boys and Girls. Macmillan.
French, H. W.—Lance of Kanana. Lathrop.
Gilbert, Ariadne—More Than Conquerors. Century.
Pyle, Howard—Men of Iron. Harper.
Pyle, Howard—Some Merry Adventures of Robin Hood. Scribner.
Twain, Mark—Prince and the Pauper. Harper.
Lofting—Story of Doctor Doolittle. Stokes.
Meadowcroft, W. H.—Boy's Life of Edison. Harper.
Grenfell—Adrift on an Icepan. Houghton.

GRADES SIX AND SEVEN

Bunyan, John—Pilgrim's Progress. Century.
Hughes, Thomas—Tom Brown's School Days. Harper.
Moffett, Cleveland—Careers of Danger and Daring. Century.
Pyle, Howard—Story of King Arthur and His Knights. Scribner.
Scudder, H. E.—George Washington. Houghton.
Stevenson, R. L.—Treasure Island. Scribner.
Tappan, E. M.—When Knights Were Bold. Houghton.
Warner, C. D.—Being a Boy. Houghton.
Fisher, Dorothy C.—Understood Betsy. Holt.
Twain, Mark—Tom Sawyer. Harper.
Wiggin, Kate Douglas—Rebecca of Sunnybrook Farm. Crosset.
Kipling—Captains Courageous. Century.
Lodge and Roosevelt—Hero Tales from American History. Century.
London, Jack—Call of the Wild. Crosset.

READING

Section XIII

HELPFUL BOOKS FOR TEACHERS

Teacher's Manuals—for different series of readers. (See list given in outline for the first grade.) Teachers should have several. They contain excellent suggestions.

Parker—How to Teach Beginning Reading. University of Chicago Press, Chicago, Ill.

Horn-Shields—Silent Reading—Flash-Card Exercises (Sets of cards). Ginn & Co., New York.

Jenkins—Reading in the Primary Grades. Houghton-Mifflin Co., New York.

Watkins—How to Teach Silent Reading to Beginners. Lippincott Co., Philadelphia.

Stone—Silent and Oral Reading. Houghton-Mifflin Co., New York.

Klapper—Teaching Children to Read. D. Appleton Co., New York.

Huey—The Psychology and Pedagogy of Reading. Macmillan Co., New York.

Monroe—Measuring the Results of Teaching. Houghton-Mifflin Co., New York.

McCall—How to Measure in Education. Macmillan Co., New York.

Wilson and Hoke—How to Measure. Macmillan Co., New York.

O'Brien—Silent Reading. Row, Peterson Co., Chicago.

Detroit—Lessons in Silent Reading. Board of Education, Detroit, Mich.

Courses of Study—From other States and cities.

Baltimore County Course of Study—Warwick and York, Baltimore, Md.

Dunn—Educative Seat Work. State Normal, Farmville, Va.

Haliburton—Teaching Poetry in the Grades. Houghton-Mifflin Co., New York.

Alexander and Blake—Graded Poetry. Merrill Co., New York.

Yearbooks—Public School Publishing Co., Bloomington, Ill.

Elementary School Journal—University of Chicago Press, Chicago, Ill.

Journal of Educational Research—Public School Publishing Co., Bloomington, Ill.

LANGUAGE

SOME RIGHT CONCEPTIONS IN LANGUAGE TEACHING

1. Purposes

The high purpose of language teaching is to develop in each pupil the power to express himself—not someone else, the power to communicate his own thoughts and feelings.

Language teaching means much more than drilling pupils on the formulas of speech. If the teacher conceives the language period to be merely for instruction in the language forms, then the results will inevitably become mechanical. But if, on the other hand, the teacher recognizes that the expressive function of language teaching is the dominant aim and if she seeks to deepen the thought and feeling of her pupils and at the same time to develop technical accuracy in giving expression to this thought, the results of her teaching will be vital, indeed. With this conception, language is taught not for the sake of itself—not as an end in itself, but rather as a means to an end and for the sake of service.

One of the greatest things the school can accomplish for the pupil is to give the training which will enable the child to read meaning into what he sees, through constant observation and reflection on common everyday experiences in the life around him. This means: To think clearly and logically; and then to give expression to his thoughts in clear cut, forceful and correct English whenever the occasion presents itself; and, to be able to express in writing somewhat of his own thoughts, feelings and desires and to do this clearly without grammatical errors and without misspelled words.

All of this is important because our needs for communication require the mastery of the arts of speaking, reading, writing and interpretation of our own language, and because freedom of expression is the gauge of a man's education.

2. Arousing the Child's Interest

"The child's own life is the basis of his interests." Children should talk and write about the things they do, the things they like and the things they think about. And they should write when there is a need to tell something, when there is an "inner urge" for expression.

Lack of interest in oral or written composition indicates that the child has not really been touched. Any form of activity that enables one to express himself is accompanied by a sense of pleasure in doing it.

3. The Use of Literature

The right use of the right literature should serve not only to widen the horizon of human experience, but it should be a most effective agency in vital language teaching.

The highest language ideals are found in literature and there is a wealth of material which makes a strong appeal to the child and its possession should be made a part of the child's growing life. Literature helps the

child to an enriched vocabulary. He borrows many a choice word or phrase from his favorite story or poem and incorporates it in his conversation or in his story-telling or in original descriptions.

The range of literature used must be as wide as the interests of the child and it should make appeal to many sides of his life. The poems studied should suggest or illumine some personal experience as do Stevenson's and should lead the learner to express himself.

4. The Relation of Language to the Other Subjects in the Curriculum

The progress of the pupil in nearly all of the other school branches is determined by the skill attained in the use of language. And while it is in the English period that the responsibility for teaching essential principles of language rests, it is the teacher's duty to see that the speech side of all the other subjects is not overlooked if high language standards are to prevail. All the other subjects furnish the content for the work in language—what he has learned in his everyday experiences, in his out-of-door life, in his observations of nature, in his study of geography, history or any other content study, furnish him with something to say.

5. The Plan of the Course

It has been the purpose in planning this course to formulate a systematic and progressive plan of teaching language and to set up tentative standards of attainment for each of the elementary grades in both oral and written language which the majority of the pupils may reasonably be expected to reach. It is intended that the course be suggestive rather than mandatory and that much latitude be left to the originality of experienced and skillful teachers in the adaptation of the course to fit varied conditions arising from home environment of pupils of different schools. The language work of a grade should not be considered as a unit in itself but rather a part of the course in English and in order that there be continuity in the work each teacher should know the course as a whole.

6. For Testing Composition Ability

Experts in the field of educational tests and measurements are trying to discover scientifically the achievements and ability in both oral and written composition of pupils of the various grades. Teachers and schools desiring to check up the results of their teaching will find in the following standardized tests the results of research work along this line:

Nassau County Supplement to the Hillegas Scale for Grades 3—7.

Bureau of Publications, Teachers' College, Columbia University, N. Y.
Trabue Composition Scale for Grade 7.

Bureau of Publications, Teachers' College, Columbia University, N. Y.

GRADE ONE

The work for the grade has been organized around the following heads: (1) Aims of Instruction. These are the definite things the teacher should plan to accomplish. (2) Means of Attaining Aims. In this section are given definite suggestions for attaining each standard set up. (3) Sources of Material. Under this heading such materials are listed as would aid the

teacher in the accomplishment of the aims for the work of the grade. (4) Minimum Requirements. This is a summary of a minimum accomplishment that would be accepted as a basis of promotion. (5) Type Lessons and Composition Standard. By showing different types of lessons and lesson procedure this section should be helpful to the teacher not only in planning lessons, but in a technical study of the method of handling different types of subject-matter. The composition standards are intended to show the growth in composition ability from grade to grade.

I. AIMS OF INSTRUCTION

1. To encourage talking in an informal way about things children are interested in.
2. To overcome self-consciousness.
3. To train children to acquire a natural speaking tone, with clear enunciation and correct pronunciation.
4. To eliminate common class errors and to make a beginning in the use of good English as a habit.
5. To give the child a fund of ideas through—
 - (1) Stimulating observation in everyday life and experiences.
 - (2) Through familiarity with best of suitable literature.
6. To lead the child to use the sentence in talking.
7. To lay a foundation for written work.

II. MEANS OF ATTAINING AIMS

NOTE.—It will be observed that the numbers here given correspond to and answer the above aims.

1. Children should be encouraged to talk freely to the teacher and the children about personal experiences, desires and interests. Later on these informal conversational exercises become purposeful ones.
2. The teacher's sympathetic and responsive attitude to the child and her skill in creating a schoolroom atmosphere conducive to naturalness and freedom is a great factor in freeing the child from self-consciousness. The child's part in schoolroom play and simple dramatizations is also a factor in overcoming timidity and in losing a consciousness of self.
3. The teacher's voice—her speaking tone and enunciation—should be a model for imitation by the pupils. Other means are (1) phonic drills and (2) drills for correct enunciation and correct pronunciation.
4. Through language games, through play, through a constant repetition of the correct form and by the teacher's supplying the correct form for the incorrect one at the time the error is made, a beginning is made in the elimination of common errors assigned for grade correction.
5. To enrich the content of the child's mind—
 - (1) Direct attention to things in nature and to activities in the life around him.
 - (2) Stories and poems read and told by the teacher and children.
 - (3) Poems memorized.

6. By skillful questioning the child is led to talk in sentences and to follow in his conversation a sequence of ideas.
See Sheridan's "Speaking and Writing English," pages 52-56.
7. (1) Through seat work assignments—the child builds sentences with word cards, using a capital at the beginning and a period at the end.
See Sheridan, page 57.
- (2) Copy simple statements.
Write simple sentences from dictation.
Make original sentences with letter and word cards.

III. SOURCES OF MATERIAL

1. CONVERSATION EXERCISES.

Home activities: Daily life of child, toys, pets and animals.

Care of home. Saturday activities.

School activities: Lessons, games, friends, care of room and grounds.

Talks on hygiene: Care of hands, face, hair, teeth and clothing.

Talks on food, drink, fresh air, sleep and bathing.

Nature topics: Seasons and their characteristics.

Snow, ice, wind and sun. Fruits, flowers, birds and trees.

Qualities of good citizenship.

References: Sheridan, pages 51-55.

2. STORIES FOR TELLING, RETELLING AND DRAMATIZATION.

(Those marked with one star are suitable for retelling. Those marked with two stars are suitable for retelling and dramatization)

**Chicken Little

***The Ginger-Bread Boy

**The Three Bears

**The Three Pigs

**Little Red Riding Hood

The Pig Brother

**Little Black Sambo

The Peter Rabbit Series

**The Lambkin

*Raggylug

**Three Billy Goats Gruff

*The Lion and the Mouse

*The Little Half Chick

*The Old Woman and the Pig

The Four Musicians

The Discontented Pine Tree

The Boy Who Cried, "Wolf!"

The House that Jack Built

*The Red-Headed Woodpecker

The Lad Who Went to the North Wind

The Shoemaker and the Elves

Cinderella

The Fir Tree

*The Hare and the Tortoise

- *The Wind and the Sun
- *The Crow and the Pitcher
- *The Fox and the Grapes
- *The Dog and His Shadow
- Clytie

Bible Stories—

- The Story of Moses
- The Birth of Christ
- David and Goliath
- The First Easter

Golden Cobwebs

The Story of the First Thanksgiving

Stories about George Washington

Stories about Lincoln

The Wolf and the Seven Kids

How Brother Rabbit Fooled the Whale and the Elephant

3. POEMS CHILDREN SHOULD BE FAMILIAR WITH AND SHOULD MEMORIZE.

(Those starred should be memorized.)

Robert Louis Stevenson:

- *The Wind
- *The Cow
- *My Shadow
- *Bed in Summer
- *The Whole Duty of Children
- *Boats Sail on the Rivers
- *The Swing
- and others

Mother Goose:

- *Little Bo-Peep
- *Little Boy Blue
- *Little Miss Muffet
- *Little Jack Horner
- *Jack and Jill
- *Sing a Song of Sixpence
- and others

*Who has Seen the Wind—*Rossetti*.

What Does Little Birdie Say—*Tennyson*

Sleep, Baby, Sleep—*From the German*

*In the Heart of a Seed—*Kate L. Brown*

*Why Do Bells for Christmas Ring?

Twinkle, Twinkle, Little Star—*Jane Taylor*.

*I Love You, Mother—*Joy Allison*

The Baby—*George McDonald*

*All Things Beautiful—*Georgie Alexander*

The Busy Bee—*Isaac Watts*

There Are Many Flags

Poems to be Read to Children:

A Visit from St. Nicholas—*Clement Moore*

The Bear Story—*Riley*

4. PICTURE STUDY.

An Interesting Family—*Carter*

Feeding Her Birds—*Millet*

Can't You Talk?—*Holmes*

Baby Stuart—*Van Dyck*

The Little Nurse—*Meyer von Bremen*

Jessie Wilcox Smith Pictures

Suitable Magazine Pictures

NOTE.—The first four listed above may be secured from Perry Pictures Co., Malden, Mass. They may be secured in the one-cent size or in larger sizes. The Jessie Wilcox Smith pictures, entitled "Nursery Rhyme Pictures," may be secured from Milton Bradley Co.

IV. MINIMUM REQUIREMENTS

To relate an interesting personal experience in a simple way.

To interpret stories read and told.

A broad acquaintance with and an appreciation of the grade stories and poems.

To talk and read in a natural voice.

Children should make one story a month their own through dramatization or by telling to others.

One poem a month memorized.

At least four pictures—masterpieces—understood and enjoyed.

More careful habits of speech; to correct some of the commonest errors in English, as come for came; seen for saw; done for did, and others.

Reasonable skill attained in copying sentences from the teacher's model on the board.

Child's own name.

The pronoun *I*.

The use of the capital at the beginning of a sentence.

The use of the period at the end of a sentence.

The question mark in "asking sentences."

To write a simple sentence from dictation.

NOTE TO TEACHER.—To what extent have your children accomplished these objectives?

V. TYPE LESSONS AND COMPOSITION STANDARDS

Type Lesson in Oral Composition*

TEACHER'S AIM: To train children to think and speak in sentences in an orderly way.

APPROACH OR INTRODUCTION.

One day as I walked by a large tree, I saw two baby squirrels.

Will you think of all the places where you have seen baby squirrels? (First question.)

(Answers given in complete sentences; parts in *italics* written on board.)

I have seen baby squirrels *in a cage*.

I have seen baby squirrels *on the ground*.

I have seen baby squirrels *in the yard*.

I have seen baby squirrels *in the park*.

*This lesson was furnished by Miss Florence Pannell, Primary Supervisor, Greensboro City Schools.

Now let us all think when we saw these squirrels. (Second question.)

I saw some baby squirrels *yesterday*.

I saw some baby squirrels *last summer*.

Who was with you when you saw them? (Third question.)

My sister was with me.

Frank and Tom were with me.

Now each one put all of your story together and tell it—*where* you saw the squirrels, *when* you saw them, and *who* was with you. (Fourth question.)

Let us think what the squirrels were doing. (Fifth question.)

They were *playing*.

They were *eating acorns*.

They were *running up a tree*.

What did you do? (Sixth question.)

I *laughed at them*.

I *tried to catch them*.

I *said, "Bunny, Bunny, come here."*

Now can you put all of your stories together? Where, when, who was with you, what the squirrels did, what you did?

NOTE.

This lesson:

1. Was of vital interest to children.
2. Was organized or developed so as to permit each child to speak from his own standpoint.
3. Was built upon questions which helped pupils think in sentences.
4. Gave training in organization of subject-matter in the simple related sentences.

Type Lesson in Picture Study

As an illustration of how pictures which appeal to the interest of the child may be used to effect in stimulating language expression, a suggestive lesson procedure in a picture study lesson, taken from Driggs' "Our Living Language," is described as follows:

The picture used was "Can't You Talk?" by Holmes.

Teacher holds up the picture and asks, "What is this picture about?" The pupils did not know. It was brought closer and one pupil, seeing the sentence beneath it, flung his hand up excitedly and said, "It says, 'Can't You Talk?'"

"Who in the picture is saying, 'Can't You Talk?'"

"The baby, of course."

"What does the dog say?"

"He does not say anything. Dogs can't talk."

"You don't think so. How many of you think dogs can talk?"

No hands up.

"Well, as I was going to a house the other day a big dog bounded towards me and said sharply, 'Bow wow!' What do you think he said?"

"He said, 'Go 'way!'" said one pupil.

Immediately there was a waving of hands; the pupils were full of experiences to tell how dogs had talked to them.

Type Lesson Stories Told From Pictures

The following two stories are given to illustrate how pictures which furnish interesting content for language expression may be used. Some pictures were cut from an old primer and distributed among the children. The children were told to read from the picture the story the picture told them.

As the children told these stories orally, the teacher (in order to preserve them) wrote some of the best of them in the exact language in which the children gave them. The following stories show average results from the lesson.



One day a little girl named Mary took her kittens out for a walk. She took Kitty Black up on her shoulder, for she was bad sometimes and would run off and hide. Her little white kitten didn't like that and began trying to climb up her stocking. She wanted Mary to love her in her arms like Kitty Black. Mary called her gray kitty, but she was gone. She was jealous of Kitty Black, so she ran off to hide.



Once upon a time one sunny morning, the music leader of the birds called her class to sing. She fastened her book to a limb of the tree and sat off by herself. She had eight little birds in her class. Three of them were her children. They took singing from the big book. They are all trying so hard, for it looks like they are about to split their throats. All the birds like to sing and are doing their very best.

Type Lesson Plan for Memorizing a Poem

BOATS SAIL ON THE RIVERS

Boats sail on the rivers,
 And ships sail on the seas,
 But clouds that sail across the sky
 Are prettier far than these.

There are bridges on the rivers,
 As pretty as you please;
 But the bow that bridges heaven
 And overtops the trees,
 And builds a road from earth to sky,
 Is prettier far than these.

—Christina Rossetti.

I. PREPARATORY DISCUSSION.

Give this little story:

"Once a lady was down by the sea, and she saw the ships sailing by. How pretty they were! Another time she was watching the boats sail down the river. Across this river was a fine bridge. It was a pretty picture. But later on she sees two sights more beautiful than the sailing ships or the pretty bridge.

"She has told us in a poem what they are. Listen, children, and try to see the beautiful sights as I say the poem for you."

II. PRESENTATION OF THE WHOLE POEM.

Recite the entire poem, with no interruption. Let the children catch its beauty and wonder of the "clouds that sail across the sky," and of "the bow that bridges heaven."

III. ANALYSIS:

"What does she see that are prettier than the boats and ships? How did the clouds look? They were soft, white, fleecy clouds, I am sure. Some were large, some were small. What color was the sky? Tell about the beautiful clouds you have seen on a summer's day.

"What is prettier than the river bridge? Why does she call the rainbow a bridge? What makes this bridge so wonderful?

"Shut your eyes and try to see

The bow that bridges heaven
 And overtops the trees
 And builds a road from earth to sky.

"How does it bridge heaven, and overtop the trees? How does it build a road from earth to sky? Where are the ends of the rainbow?

"What else is very beautiful about the rainbow? Yes, the lovely colors. What are they? Some day I will tell you the story of Iris, the Rainbow Fairy, who traveled on this beautiful road."

IV. MEMORIZING THE NEW WHOLE.

The teacher recites the poem through once more. She then asks the children to tell, in the words of the poem, about the boats, the ships, and the clouds. Several children repeat the words that make up this picture. Then the thoughts in the second verse are given in answer to questions.

The teacher repeats the lines herself whenever necessary, so that the pictures are always clear in the children's minds. Each child is given an opportunity to recite whole poem. Watch with the children the clouds on a beautiful spring day; then let them recite the poem. Perhaps some day across the sky will appear the bow that bridges heaven, and the children, in response to its beauty, express once more the thoughts of Christina Rossetti's charming lines.

Standards of Oral Composition***BABY RAY**

I see Baby Ray.
He has a candle.
I can see his shadow.

MY DOGS

I have five little puppies.
Their eyes are not open yet.

JACK

My dog Jack carried Mamma's shoes away.
She did not find them for a week.

GRADE TWO

The work for the grade has been organized around the following heads: (1) Aims of Instruction. These are the definite things the teacher should plan to accomplish. (2) Means of Attaining Aims. In this section are given definite suggestions for attaining each standard set up. (3) Sources of Material. Under this heading such materials are listed as would aid the teacher in the accomplishment of the aims for the work of the grade. (4) Minimum Requirements. This is a summary of a minimum accomplishment that would be accepted as a basis of promotion. (5) Type Lessons and Composition Standards. By showing different types of lessons and lesson procedure, this section should be helpful to the teacher not only in planning lessons, but in a technical study of the method of handling different types of subject-matter. The composition standards are intended to show the growth in composition ability from grade to grade.

I. AIMS OF INSTRUCTION**Oral**

1. To give training to acquire added ease and fluency in talking.
2. To lead the child to say what he has to say in an orderly way and to keep to the point.

*The types of composition here used were furnished by Miss Ila Johnston, Rural Supervisor, Buncombe County Schools. They were given by children in the first grade in the rural schools in that county.

3. To eliminate common class errors and errors made by individuals.
4. To continue training for natural speaking tones and clear enunciation.
5. To train children to *listen* for sentences.
6. To give the child real literature:
 - a. To develop appreciation.
 - b. To quicken thought.
 - c. To broaden experiences.
 - d. To enrich the speaking vocabulary.

Written

1. To develop the skill to copy sentences correctly.
2. To develop ability to write simple sentences from dictation.
3. To develop ability to write simple original sentences.

II. MEANS OF ATTAINING AIMS

NOTE.—The numbers here given correspond to and answer the above aims.

Oral

(Approximately four-fifths of the time given to the language work of the grade is given to oral work.)

1. A motive for oral language is provided by keeping the content of the work within the range of the children's interests and experiences while at the same time the teacher should have in mind a definite plan for improving their use of language.
2. a. By limiting the subject to a certain phase.
b. By having the children find the parts in a story and by assigning the different parts to different children. This should aid in developing a paragraph sense as well as to give training for the use of the outline.
c. By holding the child to the point through questions and suggestions from teacher and from other children.
3. a. By persistent and tactful correction of errors as they occur.
b. By games in which children hear the correct form repeatedly.
c. By a study of the class errors made and by making the children conscious of these as errors.
4. By setting up standards by which the class will recognize a pleasing speaking voice and by insisting at all times upon a natural, pleasing quality of voice that is audible from all parts of the room.
5. Ability to detect through listening the number of sentences not exceeding three in a short story repeated by the teacher or pupils.
6. a. By hearing stories read and told by the teacher.
b. By the children's discussion of stories, thereby showing interpretation.
c. By dramatization in which the children take the lead.
d. By use of poetry to stimulate appreciation and creative imagination.
e. By memorizing poetry.

Written

Only a small part of the time is given to written work.

All written work should be preceded by thorough oral preparation. Children should first learn to copy short, simple sentences correctly from the teacher's model. The sentences used should be an outgrowth of conversations about interesting things in nature and in the school and home life of the child, and they should be given to the teacher by the children.

At first only single sentences are copied; later on, through class effort, the oral composition of two or three sentences is developed. These sentences may be dictated to the teacher by the children. The best contributions are recorded on the blackboard and read and revised, and when finally accepted may be copied by the children. Children should be trained to inspect their own work for errors and to make their own corrections before the teacher examines it.

As a next step, pupils may be asked to make sentences independent of a model, and the teacher should anticipate spelling difficulties by writing on the board any unfamiliar word she thinks pupils may need or by supplying the needed help. Original work should not be asked for until pupils have developed sufficient strength.

III. SOURCES OF MATERIAL**1. Oral Composition****SUGGESTIVE TOPICS:**

Experiences of children at home, at school, on the street, in their play.

Their manners and general behavior.

Observation of the world of nature.

Stories—reproduction and original. (Models should be selected with much care.)

For standards of work in oral and written compositions and for guidance in securing such results, the following references will be found most helpful:

Mahoney—Standards in English, pages 53-61.

Sheridan—Speaking and Writing English, pages 62-74.

2. Stories**FOR TELLING, RETELLING, AND DRAMATIZATION.**

(Stories marked with one star are suitable for retelling, those marked with two stars are suitable for retelling and dramatization.)

| | |
|--|------------------------|
| Tom Thumb | Jack and the Beanstalk |
| *Why the Evergreens Keep Their Leaves | The Bell of Atri |
| **The Town Mouse and the Country Mouse | **William Tell |
| Beauty and the Beast | The Brave Tin Soldier |
| Sleeping Beauty | Tom, the Water Baby |
| The Fisherman and His Wife | **The Queen Bee |
| *The Little Match Girl | *The Honest Woodman |
| The Pied Piper of Hamelin Town | Golden Rod and Aster |
| **The Travels of a Fox | Diamonds and Toads |
| | *Five Peas in a Pod |
| | *Epaminondas |

- Little Jackal and the Alligator
 Why the Sea is Salt
 How the Robin's Breast Became Red
 **Hansel and Gretel
 One Eye, Two Eyes, and Three Eyes
 Dick Whittington
 Tom-Tit-Tot
 Rumpelstilskin
 The Brahmin, The Tiger, and the Jackal
- **Boots and His Brothers
 The Little Rabbit Who Wanted Red Wings
 **The Best Thing in the World
 *The Foolish Weathervane
 **Hans in Luck
 Ulysses and the Bag of Winds
 *The Ant and the Dove
 *King Midas
 *The Goose and the Golden Eggs
 *The Dog in the Manger
 *The Fox and the Crow

TELLING ORIGINAL STORIES.

Some attention should be given to the telling of original stories. A good plan is for the teacher to read a part of a new story and have different children suggest possible conclusions for it. Or another plan would be to take a fable, as a type, for example, "The Fox and the Grapes." Using this as a model the children might be asked to tell one like it.

3. Dramatization

No other form of oral work arouses greater interest and secures greater freedom than does dramatization. The children should be taught to decide where the scenes are laid, who the characters are, and what each character says and does. They should decide when and where each enters, to whom he speaks and what he says, and to really *be* the character he represents. They should be trained to speak clearly and to remember their audiences.

4. Poems to Study and to Memorize

(Those starred should be memorized.)

- *My Shadow—*Stevenson*
 *Where Go the Boats—*Stevenson*
 *The Lamplighter—*Stevenson*
 *The Rock-a-bye Lady—*Field*
 Good Night and Good Morning—
 Houghton
 *The Lost Doll—*Kingsley*
 Seven Times One—*Jean Ingelow*
 *Suppose—*Phoebe Cary*
 Who Stole the Bird's Nest—*Lydia*
 Maria Child
- *Over in the Meadow
 Lady Moon—*Houghton*
 *Daisies—*Sherman*
 *The Bluebird—*Emily Huntington*
 Miller
 *The Twenty-Third Psalm—*Bible*
 Autumn Fires—*Stevenson*
 Little Gustava—*Celia Thaxter*
 The Violet—*Lucy Larcom*
 The Owl and the Pussy Cat—
 Edward Lear

5. Picture Study

- Feeding the Hens—*Millet*
 Pilgrims Going to Church—
 Houghton
 A Primary School in Brittany—
 Geoffry
- A Helping Hand—*Renouff*
 Saved—*Landseer*
 Jessie Wilcox Smith Pictures
 Suitable Magazine Pictures

IV. MINIMUM REQUIREMENTS

Oral Composition. Three short connected sentences on a familiar topic given, without errors of any kind.

Written Composition. The writing, without mistake, of three short simple sentences on a familiar topic, without teacher's direct help, but under her supervision.

Sufficient acquaintance with grade stories and poems to make intelligent preference among them. Ability to tell what one or more stories and poems are about.

One story a month for reproduction and dramatization. In all reproduction there should be constant effort to eliminate the superfluous "and" and "so."

Teach one poem a month. Poem presented as a whole—pictures visualized from poem. Poem memorized by class.

At least five pictures studied and enjoyed.

Correct errors of speech—a for an; me for I; ain't for isn't; seen for saw; was for were; them for those; drew for drew; knowed for knew; 'et for ate.

Correct pronunciation of—can, catch, drowned, get, torn, just, ask, children, words ending in final "ing."

TECHNICALITIES:

1. Arrangement of written work.

- a. One inch from margin at left of paper.
- b. One inch indention for first sentence in paragraph.
- c. Correct form for title.

2. Capitals.

- a. Days of week.
- b. Months of year.
- c. First word of line of poetry.

3. Punctuation.

Continue work of first grade.

NOTE TO TEACHER.—To what extent have your children accomplished these objectives?

V. TYPE LESSONS AND COMPOSITION STANDARDS

Type Lesson in Dramatization

Suggested plan for dramatizing the fable—

THE HARE AND THE TORTOISE

"I was never beaten in a race," said a hare. "No one else can run as fast as I."

"I will run a race with you," said a tortoise.

"That is a good joke," said the hare. "I could dance around you all the way."

"Shall we run a race?" said the tortoise.

A goal was fixed and the hare was off with a bound.

"That tortoise is so slow," said the hare, "I will lie down and take a nap."

The tortoise plodded along, but she did not stop. At last she passed the hare and reached the goal.

By and by the hare awoke. He jumped up and ran as fast as he could. But when he reached the goal he found the tortoise there before him.

—*Aesop.*

PREPARATION: Children read or hear the story read. There should be free discussion to make sure the children interpret correctly. The teacher might question about as follows, to aid in this, and also to bring out the dialogue parts:

What was the boast of the hare?

Repeat the conversation between the hare and the tortoise.

Describe the race.

What do you think the hare said when he saw that the tortoise had won?

In getting ready to play the story the children should decide where the race should be held, and what each character does and says.

The result would likely be somewhat as follows:

Characters:

Scene:

The Hare.

Open space near teacher's desk.

The Tortoise.

Chair in far end of room for goal.

Hare: I can run faster than anyone else. No one can outrun me.

Tortoise: Come on, I will race with you.

Hare (laughing loudly): What a joke! Why, I can run around and around you all the way.

Tortoise: I'm ready to try you in a race. Let us run to that oak tree 'way down the road.

Hare: All right. One, two, three—here we go!

(Both start off. The hare outruns the tortoise, and stops on the way to rest.)

Hare: The tortoise is so slow, I will lie down and take a nap, and then I'll get to the tree before he can catch me.

(The tortoise creeps along, and as the hare sleeps she passes him and reaches the tree. The hare wakes, jumps up, and runs as fast as he can, but when he gets to the tree he finds that the tortoise has won the race.)

Hare: Why, how did you get here ahead of me?

Tortoise: I came right on without stopping until I reached the tree.

Hare: Oh, how I wish I had not been so sure of the race until I had really won.

Type Lessons in Language Games

*LANGUAGE GAME FOR DRILL ON "I SAW"

The teacher has just read Stevenson's "Foreign Lands,"

"Up into the cherry tree

Who should climb but little me?

I held the trunk with both my hands

And looked abroad on foreign lands.

*Cooley—Language in All the Grades.

*I saw the next door garden lie
Adorned with flowers before my eye,
And many pleasant places more
That I had never seen before.*

If I could find a higher tree
Farther and farther I should see."

Teacher: We will play that you found that higher tree out in your back yard, out in the country, up on a high hill, and that you climbed to the top, and looked below and far away, just as far as you could see. Now, just as fast as you can talk, I want one after the other to tell us what you saw. Each person may begin with *I saw*. Each person may tell of pleasant places that he *had never seen before*.

Each may tell what he has seen from the top of a hill.
"From the top of a hill, I have seen—," etc.

****LANGUAGE GAME—TO TEACH "IT IS I." "IT IS HE." IT IS SHE."**

A child stands in the corner blindfolded. Another pupil stands beside him not blindfolded. A third child steps up and taps the first one on the back. Number one says: "Who is it?" The child who did the tapping says: "It is I." The blindfolded pupil then gives the name of the child he thinks it is. If he guesses correctly, the pupil not blindfolded says: "It is he," or "It is she." If not, he says: "It is not she," or "It is not he." "It is not Miss—."

NOTE.—Suggestions for teaching language games may be found in the following:

Deming—Language Games for All Grades.

King—Language Games.

Sheridan—Speaking and Writing English—the appendix.

Type Lesson in Appreciation*

MEMORIZING A POEM

I. POEM—"The Rock-a-by Lady."

II. TEACHER'S AIMS:

1. To help children understand and enjoy Eugene Field's poem, "The Rock-a-by Lady."
2. To lead them to expressive oral reading of the poem.

PUPIL'S AIMS:

1. To appreciate and enjoy the poem.
2. To read it intelligently.

III. SUBJECT-MATTER AND PROCEDURE.

1. *Preparation.*

a. Former experiences recalled.

I have some pictures to show you today.

One reminds me of some songs we sing.

(*Show picture of Mother rocking baby.*)

****Sheridan**—Speaking and Writing English.

*This is the plan used by Mrs. B. C. Sharpe, Jr., of the Greensboro City Schools for teaching this poem as a demonstration lesson to a group of teachers for observation, followed by a discussion by Dr. Chas. McMurry, of Peabody College, Nashville, Tenn.

What song does this remind you off?

Would you like to sing it?

(Children sing "Sleep, Baby, Sleep.")

Does it remind you of any other song?—The Sand-Man.

(Children sing this song.)

Show picture of baby asleep dreaming.

In what way is this picture different from the one we just looked at?

Do you ever dream when you are asleep?

What kind of dreams do you like?

Just before Christmas, what kind of dreams did you have?

What kind of dreams do you have now?

I have one more picture to show you.

(Show picture of poppies.)

Who can tell me the name of these flowers?

What would you think of a lady who was dressed in poppies from her head to her feet?

In a country away over the ocean they raise great fields of poppies, and squeeze the juice out of them to make a kind of medicine.

Sometimes doctors give this medicine to people to make them sleep; after taking it they have many beautiful dreams.

If you were to shut your eyes and I should hold some real poppies up close to you, how could you tell what they were?

If a lady dressed in poppies were to pass you, what would each poppy give out?

How many of you like lullabies? Why?

Would you like to learn a new one today?

Listen, while I read this one to you.

2. Presentation.

Read poem.

THE ROCK-A-BY LADY

The Rock-a-by Lady from Hush-a-by Street

Comes stealing; comes creeping;

The poppies they hang from her head to her feet,

And each hath a dream that is tiny and fleet—

She bringeth her poppies to you, my sweet,

When she findeth you sleeping:

There is one little dream of a beautiful drum—

"Rub-a-dub!" it goeth;

There is one little dream of a big sugar-plum,

And lo! thick and fast the other dreams come

Of pop-guns that bang, and tin tops that hum,

And a trumpet that bloweth.

And dollies peep out of those wee little dreams
 With laughter and singing;
 And boats go a-floating on silvery streams,
 And the stars peek-a-boo with their own misty gleams,
 And up, up, and up, where the Mother Moon beams,
 The fairies go winging!

Would you dream all these dreams that are tiny and fleet?
 They'll come to you sleeping;

So shut the two eyes that are weary, my sweet,
 For the Rock-a-by Lady from Hush-a-by Street,
 With poppies that hang from her head to her feet,
 Comes stealing; comes creeping.—*Eugene Field.*

What lullaby that we sang a few minutes ago does it remind
 you of?

The Sand-Man.

I shall read the poem again now, and when I've finished
 someone may tell us in what way the two lullabies are
 alike.

Now I shall read it again, and you may tell me in what ways
 this lullaby is different from the Sand-Man.

Children find likenesses and differences.

3. Analysis.

Read first stanza.

Where does the Rock-a-by Lady live?
 How does she come? Show us.
 What is she dressed in?
 What does each poppy have?
 What kind of dream is a "tiny dream"?
 What kind of dream is a "fleet dream"?
 When does she bring her poppies to you?

Now let's see what kind of dreams she has, and whether we
 would want this lady to visit us or not.

Read second and third stanzas.

Do you like her dreams?
 Which dreams would the girls like?
 Which would the boys like?
 Let's see how many dreams we can find in this stanza (2d).
 Five dreams.

How does the dream come?
 Now, how many can you find in this stanza (3d)? Four
 dreams

What are the dollies doing?
 On what do the boats float?
 With what do the stars play peek-a-boo?
 What does this mean, "The fairies go winging"?

The last stanza is very much like the first one, but it asks you
 a question, and when I've finished reading it, I'll let
 someone repeat the question for us and we'll answer it.

4. *Dramatization.*

What must you do to have the Rock-a-by Lady bring her dreams to you?

Shut your eyes and play that you are asleep.

I'll play that I'm the Rock-a-by Lady and bring each of you a dream. When you wake up, tell us about your dream.

Children close their eyes; teacher reads poem through.

Children open their eyes and one or two tell their dreams.

5. *Reading.*

I'm going to let you read this from the third grade books I borrowed from Miss Doub. The one who reads best may have one of these pictures. (Class decides.)

Read silently to be sure you know all words.

Read orally.

6. *Assignment.*

Would you like a copy of this poem to take home with you? Then we will memorize it? The child who says it best may recite it in chapel next week.

Standards of Oral Composition*

MY PET HEN

I have a pet hen.

She is yellow.

I can put my hand on her.

She will not run.

MY DOG

I have a pet dog.

He will run rabbits.

He caught one by the neck.

A VISIT

One day the committeemen came to our school.

I dropped a top.

I was afraid because I thought my teacher would take it.

I was glad she did not see it, for she keeps things.

GRADE THREE**TEXT: GOOD ENGLISH, BOOK I**

The work for the grades has been organized around the following heads: (1) Aims of Instruction. These are the definite things the teacher should plan to accomplish. (2) Means of Attaining Aims. In this section are given definite suggestions for attaining each standard set up. (3) Sources of Material. Under this heading such materials are listed as would aid the teacher in the accomplishment of the aims of the work of the grade.

*The above types of composition were furnished by Miss Ila Johnston, Rural Supervisor, Buncombe County Schools, and they were the compositions given by some children in the second grade from the rural schools in that county.

(4) Minimum Requirements. This is a summary of a minimum accomplishment that would be accepted as a basis of promotion. (5) Type Lessons and Composition Standards. By showing different types of lessons and lesson procedure, this section should be helpful to the teacher not only in planning lessons, but in a technical study of the method of handling different types of subject-matter. The composition standards are intended to show the growth in composition ability from grade to grade.

I. AIMS OF INSTRUCTION

To follow the same general lines as in the two preceding years.

Oral

1. To motivate the expression through stimulating the feelings and interests of the children.
2. To secure more orderly talking.
3. To form in the child the habit of thinking a sentence through before speaking it and to develop the power to say what he desires to say.
4. To show progress in eliminating class errors and to require good English in all subjects.
5. To enlarge the child's individual vocabulary.
6. To train the child to listen attentively.
7. To familiarize the child with the best of literature suitable to the grade and to develop an appreciation of that which is fine.
8. To continue training for pleasing speaking tones and clear enunciation.

Written

1. To make certain that children can show on paper what they have learned through oral work—where one sentence ends and another begins.
2. To develop the power to write in the form of a paragraph several short sentences on a given topic from dictation, from class coöperative effort and from individual effort.
3. To develop the power to use habitually the technicalities taught thus far.
4. To insist on neatness and good arrangement.

II. MEANS OF ATTAINING AIMS

NOTE.—The numbers here given correspond to and answer the above aims.

Oral

(Approximately three-fourths of the time given to language work in this grade is spent in oral work.)

1. Children are interested in a narration of personal experiences; an explanation of some game played and of industrial art projects; a description of objects in nature from actual observation of pictures studied, and in a discussion of stories and books read and of situations arising in the school and community.
2. Skillful questioning on the part of the teacher and simple outlines or headings will give training in sequence of thought and in orderly talking and will restrain the child in rambling.

3. Clearness in wording and accuracy as well as orderliness of thought is secured by training children to think through a story or sentence before giving it. Children should have training in passing judgment on whether an oral composition is well told and well worded and to give constructive suggestions for improvement.
4. Children in the third grade should show interest in breaking up bad habits of speech, should be conscious of errors when they hear them, and should take pride in the use of correct speech.
5. Through increased familiarity with the best in stories and poems, through training the child to appreciate choice wording and beautiful word pictures in poems studied, through encouragement in the use of the glossary in the text—Good English, Book I—for a study of words, and through the unconscious influence of the teacher's use of English, the child should begin to show growth in the use of a broader speaking vocabulary and to develop some ability to express his thoughts in different ways.
6. The children grow in ability to listen and to follow a story attentively:
 - a. By the teacher's setting up definite questions to be answered in a selection read or told.
 - b. By the teacher's directions as to what to look for in a reading lesson.
 - c. By holding children to attention to the first dictation of words in spelling and of sentences in studied dictation.
7. The child learns to know literature:
 - a. By the teacher's reading to the children.
 - b. By discussing stories, poems and books read and by setting up standards which develop a sense of discrimination as to what is good and what is not good.
 - c. By arousing a desire to read, through providing material for children to read.
8. a. The child's speaking voice and tones improve by keeping the child conscious that he is speaking and reading for an audience.
 - b. By giving drills for clear enunciation. See pages 147-149, *Sheridan*.

Written

The oral composition has given the preparation in how to think through a subject to a definite end. Under the teacher's guidance and logical questioning, and through class effort, the composition grows into a coherent whole and training is secured in the "paragraph sense." (See lesson 90, Good English, Book I, for exercise in paragraph making.) Through the building up of the paragraph, composition, spelling, and appreciation of words function constantly.

The order of procedure in securing the written composition is as follows:

- a. Paragraph secured through class coöperative effort.
- b. Teacher writes paragraph on board, children with teacher freely discussing and accepting and rejecting and rewording sentences and frequently changing order.
- c. Class copies paragraph under supervision.
- d. Class writes paragraph from dictation.
- e. Children then write independently original compositions.

III. SOURCES OF MATERIAL

A. THE TEXT FOR THIS GRADE: GOOD ENGLISH, BOOK I.

B. ADDITIONAL MATERIAL.

(1) Stories

The story is vital and fundamental. It stirs the imagination, appeals to the emotions, teaches moral truths and broadens and enriches the vocabulary. The story should be made a source of delight and profit to the children.

FOR TELLING, RETELLING AND DRAMATIZATION.

(Stories marked with one star are suitable for retelling. Those marked with two stars are suitable for retelling and dramatization.)

Baucis and Philemon—*Greek Myth.***The Talkative Tortoise—*Jacobs***Androclus and the Lion—*Æsop*

**The Monkey and the Chestnuts

**The Lark and the Farmer

Arachne—*Greek Myth.*

**The Tongue Cut Sparrow

The Broken Flower Pot—*Bulwer Lytton**The Burning of the Rice Fields—*Lafcadio Hearn**The Ugly Duckling—*Anderson**A Dog of Flanders—*Madame de la Ramee**The Little Hero of Harlem—*See S. C. Bryant*

*Sinbad the Sailor

The Story of David—*The Bible*The King of the Golden River—*John Ruskin*The Nurnberg Stove—*Madame de la Ramee*Uncle Remus Stories—*Joel Chandler Harris*Just So Stories (selections)—*Kipling*The Darning Needle—*Anderson*Black Beauty—*Sewell*Why the Chimes Rang—*R. M. Alden*

SELECTIONS FROM LONG STORIES.

Alice in Wonderland

Pinnocchio

Stories from Arabian Nights

(2) Poems

(Poems starred should be memorized. Greater stress should be placed on the interpretation and understanding of the poem.)

TO STUDY AND MEMORIZE.

*The Land of Story Books—*Stevenson**The Land of Counterpane—*Stevenson**Wynken, Blynken and Nod—*Field* (In text)*The Four Winds—*Sherman*O Little Town of Bethlehem—*Phillips Brooks**Sweet and Low—*Tennyson**A Boy's Song—*James Hogg**The Child's World—*W. B. Rands**Marjorie's Almanac—*Thomas Bailey Aldrich*

*One, Two, Three—*H. C. Bunner* (In text)

Landing of the Pilgrims—*Hemans*

The Mountain and the Squirrel—*Emerson*

*Your Flag and My Flag—*Nesbit*

Hiawatha's Childhood—*Longfellow*

The Raggedy Man—*Riley*

(3) Picture Study

The Balloon—*Dupre*

Pharaoh's Horses—*Bonheur*

At the Watering Trough—*Dagnan-Bouveret* (In text)

Soap Bubbles—*Gardner-Bougereau* (In text)

The Shepherdess—*Lerolle* (In text)

Suitable Magazine Pictures.

IV. MINIMUM REQUIREMENTS

A child at the end of the third grade should be able:

1. To relate an incident or personal experience interestingly and connectedly.
2. To make up a simple original story.
3. To use the sentence in speaking.
4. To retell at least six or eight stories suited to the grade.
5. To recite at least six poems suitable to the grade.
6. To know and appreciate at least four pictures.
7. To copy correctly a paragraph from a book.
8. To have established good habits in the mechanics of written work and to be unwilling to hand in any work not his best.
9. To be able to take simple dictation containing the technicalities taught in the grade.
10. To write, after oral preparation, without error, three or four related sentences arranged in paragraph form showing good opening and closing sentences.
11. To reproduce in writing after having reproduced orally a short simple story or printed fable. (At first the sentences may be dictated by the pupils and copied from the teacher's model on the blackboard; later the children may write from memory or an outline.)
12. To write from memory short poems and parts of poems. Great care should be taken to observe the proper technical arrangement.

For summary of technicalities and language facts, see the text for this grade, Good English, Book I, pages 104 and 192-196.

REPORT OF COMMITTEE OF NORTH CAROLINA COUNCIL OF ENGLISH TEACHERS ON MINIMUM ESSENTIALS

The following is taken from the report of the Committee of the North Carolina Council of English Teachers and is what they consider minimum essentials in mechanics for the third grade.

To pass from the third grade, the pupil must, as a matter of habit, spell these words correctly:

| | | | | |
|--------|--------|--------|--------|--------|
| afraid | easy | many | often | though |
| always | early | hour | people | truly |
| asks | enough | loving | please | |
| color | forty | new | says | |

Make correct use of these grammatical forms:

Verbs: come, do, go, see.

Contractions: don't, won't, I'll, isn't, wasn't.

Use these marks of punctuation correctly:

Capitals for names of places, holidays, and at the beginning of each line of poetry.

An effort to convey a sentence "sense" should be made in this grade. Children should be made to realize where a sentence begins and ends.

NOTE TO TEACHER.—To what extent have your children accomplished these objectives?

V. TYPE LESSONS AND COMPOSITION STANDARDS

Type Lesson*

ORAL AND WRITTEN COMPOSITION

WRITING ADVERTISEMENTS

1. ASSIGNMENT:

The day preceding the lesson the children had been given this assignment:

Teacher: Children, I want you to read the advertisements in the "Lost-Found" column in the newspaper today, so you will know how an advertisement should read, so if you ever lose anything you will know how to write an advertisement describing the article so clearly that the one who finds it will know it is yours and to whom to return it. You must not use any unnecessary words, for advertisements cost money. We will suppose tomorrow that you have lost certain things, and we will see if you can write an advertisement for the paper describing the article lost.

2. LESSON PROCEDURE (following day):

- (1) The children described orally the articles they were supposed to have lost.
- (2) The ones who gave the best oral descriptions were asked to write them on the board.

Oral Description.

The oral work was freely discussed by the children. They made suggestions for improvement in clearness and for elimination of any unnecessary words. For example, one boy spoke as follows:

"Lost—A watch. It was gold all over. It had a long hand and a short hand and a second hand. It had two sides. Finder, please return to 226 West Monroe Street for reward."

When the teacher called for discussion, the pupil was criticized as follows:

One Pupil: "He used unnecessary words. He should have said, Lost—a gold watch."

*This type lesson was furnished by Miss Nena DeBerry, Primary Supervisor, Salisbury City Schools, and the lesson was given in one of the third grades in that school.

Another Pupil: "It was not necessary to say that it had a long hand and a short hand, for all watches have long and short hands. All watches do not have second hands; so it was all right to mention this."

Another Pupil: "I don't think every one would understand what he means by 'two sides'."

The fact was then brought out that there are wrist watches, open-face and double-case watches.

Another Pupil: "I think he should have told the make of his watch, as that would help identify it."

This suggestion was accepted.

The pupil giving this advertisement was then asked to go to the board and write his advertisement according to the suggestions made to him by the class. It then read:

"Lost—A gold watch. It had Elgin works. It was a double-case watch. It had a second hand. Finder, please return to 226 West Monroe Street. Reward."

Some of the other advertisements secured from this lesson were as follows:

Lost—A Rhode Island Red hen in the woods of Fulton Heights. The hen had a string on her leg. It was a good looking hen. Finder, call 1351. Reward. *Michael Hoffman.*

Lost—A black dog. His name was Fuzzy. He was a tiny dog. If you would say, "Stand on your hind legs," he would do it. If found, call 787-W. Reward. *Virginia Swink.*

Lost—A shepherd dog in the woods. His head was brown and white. His tail was cut off and a knot was on his front leg. Reward. *Grace Hudson.*

Lost—One pure white collie and five pups. Return to 425 W. Liberty Street. Reward will be given to finder. *Vanderford Barker.*

Lost—A pocketbook with \$5.89 in it and a piece of paper with name Jane B. Toms. Reward to finder. Bring to 419 West Liberty Street. *Jane Toms.*

Lost—A gold pin with blue flowers in it. One flower was bent. Stones were out. Reward to finder. Please return to 131 West Bank Street. *Miriam McFarland Stevenson.*

Type Lesson in Composition*

ORAL AND WRITTEN WORK

TEACHER'S AIM:

To discuss composition in general as to subject-matter and to set up some composition standards.

First Day's Lesson.

Class discussed points that make a good composition, oral and written. The following suggestions were made by the children to be used as standards:

1. The subject must not be too big, as "On My Vacation," "The World War," "Abraham Lincoln," etc.

*This lesson was given in the third grade by Miss Mary Moyle of the Salisbury City Schools.

2. The subject must be something the children are interested in and know about, as "My Pet Dog," "My Dog's Tricks," "The Time I was Scared."
3. The composition must not be too long (three or four sentences).
4. The composition should have some of the child's own *feeling* and *thinking* in it—it should be personal.
5. Unnecessary words, such as "so," "then" and "and," connecting sentences, should be omitted.
6. The child reciting should know what he is going to say before he begins to talk. He should look at the class and speak so others can hear and understand. The audience should listen carefully. The child should pause at the end of a sentence.
7. Correct English should be used as far as possible.

Assignment for Next Day.

Pupils are asked to think of a subject suitable for a composition, something they would like to tell and that would be interesting to the class.

Second Day's Lesson.

Points suggested in previous lesson were reviewed and written on the blackboard for guidance. Type compositions were given by the teacher for the children to discuss and apply standards. Children then give compositions. This lesson took the form of a socialized recitation. Children talked to each other freely, offering suggestions and corrections when necessary. Type of composition given the first day:

THE TIME I WAS SCARED

One night Jack Garrison and I were playing hide and seek. We saw something and we didn't know what it was. About that time Paul Bessent came along and said, "Charles Henry, I'll give you a stick of chewing gum if you'll find out what it is," and I got me a stick and hit it, and it was an old fence that had fallen down. Then I wasn't scared any more.

The standard was applied and we found his subject was good, but his composition was too long and his sentences were bad. He was asked to work the composition over. The following composition was given the third day and accepted by the class:

One night Jack and I were playing hide and seek. I saw something that made me scared. I picked up a stick and hit it and found it was only a fence.

Third Day's Lesson.

Each child was given an opportunity to write a composition. Some of them were written on the board and corrected. Such corrections and suggestions as necessary were made by the class, such as misspelled words, sentence structure, "better ways of saying a thing," etc. The following compositions given below are representative of the type of work the children did:

MY CAT AND I

One day my cat and I were playing. I slipped up and pulled her tail. She scratched me.

Willie Albright.

MY PET DOG

My pet dog's name is Jack. Jack and I play ball. One evening when I was playing hide and go seek Jack followed me so I was caught.

Miriam Hicks Proctor.

MY DOG

I have a little dog. Every time I start to go anywhere he tries to follow me. I have to throw rocks at him before I can get him to go back home.

WHERE I FOUND A COCOON

I found a cocoon under a big tree around some water. It was wrapped in brown leaves. I took the cocoon in the house and put it on the mantle.

Pauline Yost.

An Original Poem*

SPRING

Spring is here,
The bluebird sang,
As down from its tofty perch it sprang.
Spring is here,
So sweet and clear;
This is the most beautiful time of the year.

William Miller, 3B Grade.

To show that pupils can write poetry if encouraged to do so, after hearing Christina Rossetti's poem, "What is pink?" a child wrote this:

What is red?
The sunset's red
When we go to bed.

Another wrote:

What is black?
The smoke is black
From the chimney stack.

GRADE FOUR

TEXT: GOOD ENGLISH, BOOK II, PART I

The work for the grades has been organized around the following heads: (1) Aims of Instruction. These are the definite things the teacher should plan to accomplish. (2) Means of Attaining Aims. In this section are given definite suggestions for attaining each standard set up. (3) Sources of Material. Under this heading such materials are listed as would aid the teacher in the accomplishment of the aims of the work of the grade. (4) Minimum Requirements. This is a summary of a minimum accomplishment that would be accepted as a basis of promotion. (5) Type Lessons and Composition Standards. By showing different types of lessons and lesson procedure, this section should be helpful to the teacher not only in planning

*The above poem was taken from the March, 1922, number of *The Skylander*, a student publication of the West Asheville School.

lessons, but in a technical study of the method of handling different types of subject-matter. The composition standards are intended to show the growth in composition ability from grade to grade.

I. AIMS OF INSTRUCTION

Oral

1. To continue to work along lines begun in previous grades.
2. To give the child a feeling of the need for communication.
3. To lead the child to see and feel something of his widening range of interests and experiences and to stimulate him to expression.
4. To continue class or coöperative effort until a method of procedure in oral as well as written composition is fixed, that is, to work for orderly arrangement of sentences on a single phase of a subject, with good beginning, middle and ending sentences.
5. To train the child to get hold of big ideas rather than to give attention to details.
6. To use pointed sentences eliminating "and," "then," and "so."
7. To make provision for vocabulary growth, and to make a beginning in the use of the dictionary.
8. To see that the child is growing in a broader acquaintance with and an appreciation of real literature.
9. To strengthen the habit of self-criticism.

Written

1. To write short compositions of four or five sentences in paragraph form upon topics of personal interest.
2. To write simple, friendly letters.
3. To master the technicalities for this and preceding grades.
4. To insist on neatness, proper arrangement, good penmanship, and careful spelling in all written work.
5. To encourage creative work and to secure some original verse writing.

II. MEANS OF ATTAINING AIMS

NOTE.—It will be observed that the numbers here given correspond to and answer the above aims.

Oral

(Approximately three-fourths of the time given to language work in this grade is spent in oral work.)

1. Children entering the fourth grade should have acquired the abilities outlined in the first three grades and should show some eagerness to express their thoughts. They should begin to show distinct progress in the use of correct English. The exercises in the text, pages 43, 60, 71 and 92, which give sentences requiring pupils to supply missing words, give splendid drill in fixing correct usage.
2. Children will realize the need for communication through the desire to share their thoughts with others; through recording information,

diaries, and class experiences in booklet form; through the advertisement of school affairs; through invitations to parents to attend school exercises, and through simple, friendly letters.

3. The many school activities of the grade necessitating explanation of how to do things, how to make things in connection with other school subjects, and the broadened range of the child's reading and his growing interest in the life of the community, furnish impelling motives for conversation and for composition.
4. Simple outlines and questioning for orderly thought aid in securing coherent compositions. Children should be taught to narrow their topics. They must learn that a topic like, "How I Spent Saturday," or "Birds" is too large. One thing done on Saturday or some particular bird is enough.
5. Children should be led to find the heart of a story; to separate a story into its important divisions; to sum up a lesson or story in a sentence or two; to tell in a sentence what a paragraph is about; in other words, to see how numberless details may be made into a whole.
6. Children should have had sufficient training to judge whether a sentence is well said and to suggest improvement. A good device in training to recognize sentences is to read selections to the class and have the pupils *hear* the sentences and count the number. The "and," "but," and "so" habits should be practically overcome when he has been taught to talk in short, clear-cut sentences.
7. The enlargement of the vocabulary is best accomplished by enriching the experience, interest and knowledge of pupils. The following means provide for vocabulary growth:
 - a. The use of glossary in text—Good English, Book II.
 - b. Exercises in text which call for use of dictionary. Pupils should have training in alphabetic order of words; should be taught common diacritical marks; should be taught syllabication and accent.
 - c. By calling attention to new words which occur in the reading lesson.
 - d. By synonyms.
 - e. By exercises in which pupils are given sentences to supply missing words.
 - f. When an incorrect or unsatisfactory word is used, pupils should be asked to substitute a better one.
8. The pupils may now read library books. The teacher should guide in the selection of material and should stimulate pupils to thoughtful reading.
9. Children should have training in judging effective oral composition. Such an outline as is here given may prove a guide in passing judgment.

Did the speaker stand well?
Did he speak clearly?
Was his first sentence interesting? What made it so?
Could you tell exactly where one sentence ended and another began?

Did he have a good ending?

Did he make a point?

What words or expressions did he use that you liked?

Did he make any errors of speech? If so, give correct form.

Written

1. Three-fourths of the time should be given to oral work and the remaining one-fourth to written work. The first four aims outlined above for written work may be obtained through the proper oral foundation as just explained above and from training in preceding grades. Children should be held to their best efforts in written work by the teacher's careful supervision and by laying the basis for careful written work in dictation exercises. To stimulate creative work, children may be required:
 - a. To give endings to stories and fables whose beginnings are given.
 - b. To make original fables from types of fables studied.
 - c. To do some verse writing where models are given or where one line of a couplet is given, pupils may be asked to supply a proper ending.

III. SOURCES OF MATERIAL

A. TEXT FOR GRADE: GOOD ENGLISH, BOOK II, PART I.

B. ADDITIONAL MATERIAL SUGGESTED.

(1) Stories

(NOTE.—As the quantity of oral work in language increases the story reproduction must necessarily be decreased.)

Mr. Seguin's Goat—*Daudet*.

Damon and Pythias.

Legends of King Arthur—*Selections*

Uncle Remus Stories—*Selections*

Adventures of a Brownie—*Muloch*

The Talking Saddle—*Joel Chandler Harris*

Knights of the Silver Shield—*Alden*

The Spelling Match—From "Emmy Lou"—*Martin*

Little Lame Prince—*Muloch*

True Stories of Modern Times: Daniel Boone; George Washington, as a young man

Bible Stories:

The Story of Ruth >

Solomon—A Wise Judge—*I Kings*, Ch. III (16-28)

Isaac's Two Sons—*Genesis*, Ch. XXVII.

The Reconstructed Story. Interest in story telling may be aroused by having children reconstruct stories they have learned. For example, in the story of "The Monkey and The Chestnuts," have the children impersonate the characters in the story; that is, let one child tell the story as the monkey would have told it, and another as the cat would have told it. Fables are especially suitable for this work. It is valuable in that it is not only of interest to children, but it appeals to the

imagination, and perhaps may lead to creative work. It also cultivates his power of judgment because he must select only the parts of the story which he needs.

Dramatization. The children should show much independence in working out original plays. At least three or four plays should be worked out in good form.

(2) Poems

Poem study should give enjoyment. A child should not be bored with that which does not appeal to him, when there are scores of poems that do make an appeal. Of the methods of memorizing poetry, the method which appeals to the rational memory, rather than to the mechanical memory, is most to be commended. Pupils memorize readily after hearing a poem read and interpreted.

NOTE.—The starred poems are suitable for memorization.

- | | |
|---|--|
| *October's Bright Blue Weather— <i>H. H. Jackson</i> (in text) | *Wishing— <i>William Allingham</i> |
| *The Village Blacksmith— <i>Longfellow</i> | *A Boy's Song— <i>James Hogg</i> |
| *September— <i>H. H. Jackson</i> (in text) | Washington's Birthday— <i>Margaret Sangster</i> |
| Song of the Brook— <i>Tennyson</i> | *The Flag Goes By— <i>Bennett</i> |
| *The Sandpiper— <i>Thaxter</i> (in Sixth Grade text) | The Wreck of the Hesperus— <i>Longfellow</i> |
| *While Shepherds Watched Their Flocks By Night— <i>Nahum Tate</i> | The Circus Day Parade— <i>Riley</i> |
| *The Arrow and the Song— <i>Longfellow</i> | The Tree— <i>Bjornson</i> (in text) |
| *The First Psalm— <i>Bible</i> | Lucy Gray— <i>Wordsworth</i> |
| Bob White— <i>George Cooper</i> (in text) | The Barefoot Boy— <i>Whittier</i> |
| | How the Leaves Came Down— <i>Coolidge</i> (in text) |

Original Verse Writing. Children should be given frequent opportunity here, and in higher grades, to give expression in verse to their natural feeling for rhythm, which has been intensified by memorizing poetry.

Perhaps, a good preparation for verse writing would be couplet writing. The teacher could write on the board simple couplets from several poets, such as,

"The sun that brief December day
Rose cheerless over hills of gray."

from *Snowbound*, and,

"We may shut our eyes, but we cannot help knowing
That skies are clear, and grass is growing."

from the *Vision of Sir Launfal*.

The following idea for couplet writing is taken from "Language Games for All Grades," by Deming.

The teacher supplies a line, and the children complete the couplet—

Teacher—A little robin, singing in glee,

Pupil's might be—*He was as happy as happy could be.*

Teacher—Happy children run and play,

Pupil—*They dance and sing the live long day.*

This may be used as a class coöperative poem:
(The blank line is to be supplied by the pupil.)

A little robin singing in glee,
.....
Happy children run and play,
.....
High in the air the bluebird flies,
.....
I walked along the shady lane,
.....
I hear the bees humming,
.....
Under an apple tree I lie,
.....
I see the tiny grass-blades springing,
.....
The fleecy snow, the feathery snow,
.....
When the skies are dull and gray,
.....
The daylight fades; fast fall the night,
.....
The birdies have flown to their nest,
.....
Come, for our work is done.
.....
etc.

(3) Pictures

The Gleaners—*Millet*
Christ and the Doctors—*Hoffman*
Plowing—*Rosa Bonheur* (in text)
Little Foxes—*Carter* (in text)
The Madonna of the Chair—
Raphael (in text)

Woman Churning—*Millet* (in text)
A Fascinating Tale—*Ronner* (in text)
Aurora—*Reni* (in text)
Suitable magazine pictures

(4) Suggestive Composition Topics

Why I Believe a Dog Can Think
How I Earned a Dollar
My First Teacher
A Game We Play at Recess
How I Learned to Swim
Washington and the Colt
Lincoln and His Books
A Trick I Taught My Dog
What I Did on Saturday
What I Am Going to Be
A Surprise for Mother

An Unexpected Visitor
What I Intend to Do for Clean-up Day
Why I Like the Fourth Grade
A Kind Act That I Saw
The Changes I Have Noticed This Spring
A Faithful Friend
My Idea of a Good Fourth Grade Pupil
My First Day at School

IV. MINIMUM REQUIREMENTS

At the end of the fourth grade one measure of the results achieved should be that a child should make habitual the use of correct forms of speech thus far concentrated upon.

Every pupil should be able:

To talk freely in all the recitations of the grade.

To stand before the class and express in four or more complete connected sentences his thoughts on a familiar subject.

To reproduce orally short stories, fables and true stories.

To describe a familiar object.

To tell a story suggested by a picture.

To recite from memory with clear enunciation and intelligent expression at least six poems suited to the grade.

To know and appreciate the pictures assigned for grade study.

To write correctly from dictation material suited to the grade, both studied and unstudied.

To write without error on a familiar topic, a composition of four or five well constructed sentences arranged in paragraph form.

To write short original fables and stories from given types.

To write a simple friendly letter that is correct in form.

To show proper arrangement of work, good penmanship, and careful spelling in all written work.

For a summary of technicalities and language facts to be taught, see the text for this grade—Good English, Book II, pp. 88 and 152-154.

REPORT OF COMMITTEE OF NORTH CAROLINA COUNCIL OF ENGLISH
TEACHERS ON MINIMUM ESSENTIALS

The following is taken from the report of the Committee of the North Carolina Council of English Teachers, and is what they consider minimum essentials in mechanics for the fourth grade:

To pass from grade four the pupil must, as a matter of habit, spell these words correctly:

| | | | |
|----------|----------|----------|---------|
| aloud | clothes | ninety | there |
| already | coming | pleasant | them |
| almost | dropped | quietly | these |
| because | February | really | two |
| becoming | fourth | rough | using |
| break | friend | Saturday | until |
| built | having | shining | very |
| business | hear | spoonful | writing |
| | here | their | written |

Make correct use of these grammatical forms:

Verbs—give, run, sing, write.

Use these marks of punctuation correctly:

Apostrophe in possessive singular.

Period or other final punctuation at close of sentence.

Capitals for names of people, months, days of the week, and in titles of composition, books, etc.

Prepare his manuscript with regard to:

Page margins.

Indentation of paragraphs.

NOTE TO TEACHER.—To what extent have your children accomplished these objectives?

V. TYPE LESSONS AND COMPOSITION STANDARDS

Type Lesson

PICTURE STUDY—"THE FIRST STEP"—MILLET

PROBLEM.

Teacher—An artist can, with his paint and brush, tell you a story just as an author can, who tells his story with words. Let's study this picture to read the story the artist has painted.

SETTING:

The name of the artist is Millet (*Mē-yā'*), a Frenchman. He was himself one of the poor people and accustomed to work at hard labor, so when he began to paint pictures, he painted the life activities of the peasants—the people he knew most about.

DETAILED STUDY OF THE PICTURE.

Teacher—Where do these people live?

Probable answer—In the country.

Teacher—Could you tell that in a complete sentence?

Answer—These people live in the country.

Teacher—Look at these people, what are they to each other?

Probable answer—This is a father, a mother, and a little baby.

Teacher—What would you call them?

Answer—A family.

Teacher—Now give me the sentence that tells where this family lives.

Answer—This family lives in the country.

Teacher—How do you know they live in the country?

Probable answers—The man is a farmer.

He has just laid his tools down.

Teacher—What has the father been doing?

Probably answers—The father has been at work in his garden.

The father has been working in the fields.

Teacher—What time of day is it?

Probable answer—I think it is noon, and the father has just come to dinner.

Teacher—If it were noon, where would the sun be?

Answer—Shining straight overhead.

Teacher—Where does the lighting in the picture show the sun to be?

Answer—The light is on the man's back and the baby's face.

Teacher—In what part of the sky then is the sun?

Answer—In the west.

Teacher—Then what do you think the father has just come home for?

Probable answer—The father has just come home to supper.

Teacher—Then what do you think the mother has been doing?

Probable answers—She has been getting supper.

When she finished supper, she took the baby to the gate to look for daddy.

Teacher—When she saw him coming, what did she do?

Answer—She put the baby down and said: "Go to daddy, dear."

Teacher—What did daddy say?

Answer—Daddy said: "Come to me, baby."

Teacher—Do you think the baby has ever walked before?

Probable answers—The baby walked for the first time.

The baby took his first step.

Teacher—What kind of a family is this?

Probable answers—They are poor people.

It is a happy family.

Teacher—Can a poor family be happy just as well as a rich family?

Probable answer—Yes, if there is love in the home.

Teacher—Do you see love in this family?

Probable answers—The mother watches for the father.

They are both proud of the baby.

ENTIRE STORY TOLD.

Teacher—Now, could you tell the whole story of the picture?

From the nature of the questioning, the child's story might be like this:

This family lives in the country. The father has been at work in the garden. It is supper-time, and he has laid his tools down. Mother brought baby to the gate to look for him. She put the baby down and said: "Go to daddy, dear." The father said: "Come to me, baby." Then the baby took his first step. That was a happy family.

WRITING THE STORY.

The following day the teacher might have the children write the story.

Type Lesson

POEM—THE ARROW AND THE SONG

I. PROBLEM.

Teacher—I am going to read you a poem, that you may find a lesson in everyday life that Longfellow teaches in this poem.

II. TEACHER READS ENTIRE POEM.

I shot an arrow into the air,
It fell to earth I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth I knew not where;
For who has sight so keen and strong
That it can follow the flight of song?

Long, long afterward, in an oak,
I found the arrow still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

NOTE.—The plan for teaching the above poem was furnished by Miss Nell Armfield, of the Statesville City Schools.

III. DISCUSSION.

Of what two objects does Longfellow make use in teaching this lesson?

What is the purpose of an arrow? Yes, it is intended to cause hurt and wounds and maybe death?

What is the purpose of a song? To bring joy and gladness.

IV. ANALYSIS.

Stanza I.

What does the arrow represent in the poem? The acts or deeds that hurt others.

What gives you the idea that perhaps the deed was unintentional or thoughtless? Shot into the air—not aimed at anything. Did not know where it landed.

Stanza II.

What does the song represent? The good deeds that bring happiness.

What leads you to think the good deed was not planned either?

Stanza III.

What does the last stanza tell us about these good and bad deeds?

V. ASSIGNMENT.

Write a paragraph telling where some person you know "breathed a song into the air."

Read the poem, "The House by the Side of the Road," and tell wherein these two poems are alike.

Standards of Composition*

MY DOG

I have a pet dog. His name is Jack. He is white with a black spot on his ear. He has a short tail. He will turn over for a piece of bread.

MY VALENTINE

On Valentine's Day I went to the mail box. I got a valentine. It had a little fat man on it. My mother said he looked like me.

A SURPRISE

Robert was picking berries in the woods. He saw a butterfly. He put his bucket down and ran after it. When he came back, he found a black snake in his bucket of berries.

GRADE FIVE

TEXT: GOOD ENGLISH, BOOK II, PART II

The work for the grades has been organized around the following heads: (1) Aims of Instruction. These are the definite things the teacher should plan to accomplish. (2) Means of Attaining Aims. In this section are given

*The above types of composition were furnished by Miss Ila Johnston, Rural Supervisor, Buncombe County Schools, and they were written by fourth grade children from the rural schools in that county.

definite suggestions for attaining each standard set up. (3) Sources of Material. Under this heading such materials are listed as would aid the teacher in the accomplishment of the aims of the work of the grade. (4) Minimum Requirements. This is a summary of a minimum accomplishment that would be accepted as a basis of promotion. (5) Type Lessons and Composition Standards. By showing different types of lessons and lesson procedure, this section should be helpful to the teacher not only in planning lessons, but in a technical study of the method of handling different types of subject-matter. The composition standards are intended to show the growth in composition ability from grade to grade.

I. AIMS OF INSTRUCTION

Oral

1. To teach the pupil that it is a desirable thing to speak good English and to awaken a class pride in expression.
2. To require equally good English in all classes.
3. To develop in the pupil the power to say what he desires to say, and to cultivate judgment in the choice of words.
4. To bring the pupil to see that in his talking he must tell his thoughts in an orderly way, speaking of but one thing at a time.
5. To help the pupil to gain self-possession and mental and bodily control when speaking.
6. To make provision for growth in vocabulary.
7. To continue to work for the mastery of the sentence.
8. To insist on a voice quality that can be heard distinctly yet is not the high-pitched "schoolroom tone."
9. To bring the pupil to realize that he is not talking to his teacher alone, but to his classmates, and that to gain and hold their attention he must have something to say and say it interestingly.

Written

1. To teach the technicalities assigned for the year and to strengthen those taught in previous grades.
2. To secure improvement in neatness, good arrangement, good penmanship, and good spelling in all written work.
3. To continue to work for growth in ability to write—
 - a. A short interesting composition of five or six well-constructed sentences arranged in paragraph form. The sentences should be in logical order, and the whole should show a definite beginning, middle and end.
 - b. A simple friendly letter.
 - c. A short, simple business letter.

II. MEANS OF ATTAINING AIMS

NOTE.—The numbers below refer to the above aims, which are amplified where needed.

Oral

(Approximately two-thirds of the time should be given to oral work.)

1. The teacher should conceive of the language period not simply as a formal recitation, but as a meeting place where she may arouse interest, provide real situations which call for expression and start ideas to working according to a definite plan. She should know her pupils as individuals well enough to lead them to speak on the topic upon which they have information and in which they feel a decided interest.
2. In the oral and written composition work of all the other subjects, the teacher should seize the opportunity to put into practice the principles taught in the English class as to organization of ideas and correct usage, provided the pleasure in the work and the spontaneity is not killed.
3. The child's growth in power to speak his thoughts comes where situations are furnished in which the child feels the need to express his thoughts in order to share experiences; that is to say, he must have a real motive to make his meaning clear.
4. The work of the preceding years has made definite preparation for the paragraph idea, the pupil has been made conscious that everything has a beginning and end and that the beginning should be made interesting and that events must follow in a natural order. See text, page 161, Lesson 4. The Paragraph. See page 186, Lesson 27, and page 189, Lesson 31, for lessons on the outline.
5. Let him stand quiet and relaxed and look directly into the eyes of his listeners. If it adds to his ease and self-possession to have his notes or pencil in his hand, permit him to do so, provided he does not fidget them nervously.
6. Word study which does not grow out of a need for expressing thought has little effect upon the oral and written vocabularies. See text, page 214, for "Variety in the Use of Words." Exercises are given throughout the text on synonyms.
7. Great emphasis has been laid in the previous grades on keeping the sentence short. The purpose of this was to eliminate the long-drawn-out sentence with "and," "but" and "so" connectives. By this time the pupil who has had this training should have the "sentence sense" pretty well established. However, there is no particular virtue in holding to the short, choppy sentence if the children can use the complex sentence. For example, the child may say naturally, "If I don't feed my cat before I eat my supper, she begs so pitifully that I stop and feed her." If pupils naturally talk in this flowing manner, they should be permitted to do so.
8. One of the greatest means of training for natural speaking voice in the schoolroom is the model set by the teacher.

9. This should be emphasized in all class recitations as much as possible. The child, when speaking, should turn to the majority of his classmates and address them. The teacher should efface herself as much as possible in order to bring about a natural social situation.

Written

(Approximately one-third of the time should be given to written work.)

1. Dictation has great value as a means of habituating forms and of testing ability to use these forms correctly. One or more lessons carefully planned to suit the needs of the pupils should be given each week and dictated sentences should form a part of each spelling lesson. See text, page 168, for "Test for Dictation Work." Pupils should be held responsible for correct form of composition, for title, for margin, indentation, correct spelling, etc. They should form the habit of looking over their work carefully before handing it in, in order to correct their own mistakes.
2. The child should be taught to arrange, capitalize and punctuate the parts of a letter correctly, to use a whole sheet of white paper, to write carefully and legibly with ink, to have a margin at the left and not to crowd the words in at the right, to paragraph correctly, and to sign the full name. He should be taught appropriate salutations and closing phrases. See form for friendly letter, page 13, text; page 264 for form for business letter.
3. Compositions frequently take the form of descriptions and explanations. In picturing a thing, children should be taught the importance of having a perfectly clear picture in their own minds of the thing they wish others to see. They should mention the details which they wish the reader to see and so arrange them in the best order to keep the word picture short and clear.

Children should be led to see how frequently it is necessary to explain something and to give directions. They may readily see that it is what the teacher is about in most of her work, that a mother does this in giving directions for the preparation of a meal. See text, page 200. Children should be made to realize the need for thoroughly understanding anything they attempt to explain and the necessity for making the meaning clear.

The child should look upon the friendly letter as a means of sharing his experiences with his friends.

It is often necessary for children of this grade to write orders for books and materials. They should be made to realize the importance of brevity, clearness, correctness and courtesy. Suggestions for motivating letter writing may be found in:

Wilson's "Motivation of School Work," pp. 80-88.

Klapper's "Teaching of English," p. 130.

TYPE OF BUSINESS LETTER

Supt.

Dear Mr.:

The fifth grade class has been wanting a pencil sharpener for a long time. We think it would prevent cutting our fingers on a knife. It would save

pencils, and our time, too. The pencils would be sharpened better and we can write better if our pencil has a good point. It would keep the floor from getting untidy.

Can you suggest some way by which we may get one?

Respectfully yours,

Children should be encouraged occasionally to write untroubled by thought of the mechanics of writing. This will encourage originality, arouse the imagination, and stimulate spontaneity. These papers may be taken up as they are, kept for several days by the teacher, and then returned to the child for correction.

III. SOURCES OF MATERIAL

A. TEXT FOR GRADE: GOOD ENGLISH, BOOK II, PART II

B. ADDITIONAL MATERIAL SUGGESTED.

(1) Stories

The Last Lesson—*Daudet*

Ruth and Naomi—*Bible*

True stories of modern times and stories about the following:

Florence Nightingale

Joan of Arc

Thomas Edison

John J. Pershing

Where Love Is There God Is Also—*Tolstoi*

Returning Home for the Holidays—(Text)

The Birds' Christmas Carol—*Wiggin*

Silas Marner and Little Eppie—*George Eliot* (Text)

Some Merry Adventures of Robin Hood (selections)—*Howard Pyle*

Reproduction. Short stories told or read may be used for both oral and written reproduction. Reproduction can be made valuable in composition work, but this point should be kept in mind, that it is supplementary to experience and imagination and that its chief element is memory. A type story suitable for reproduction is given on page 304 in text.

Original Work. Much original work should be required in addition to the reproduction. Children delight in composing original fables and stories. The child should be taught to plunge at once into the story, to make it move rapidly, to keep the secret to the end and to stop when he gets through. Through the study of fables the child should be led to discover what their purpose is, who the characters are, and the use usually made of conversations. He then plans his own fable in imitation of the model studied. He selects a moral truth to be taught and decides what situation and characters he needs to teach the moral. See text, pages 190-192, on Story Telling; method of the study of the story, pages 211-213 and 300-302.

(2) Poems

To force children to memorize poems is a violation of the best educational practice, but it is the function of the teacher to create a want or desire on the part of the child to make the poem his very own.

NOTE.—The starred poems are suitable for memorization.

- The Huskers—*Whittier*. (Text, pp. 194-195)
 Columbia's Emblem—*Proctor*. (Text, p. 203)
 A Legend of Bregenz—*Proctor*. (Text, pp. 243-245)
 *Paul Revere's Ride—*Longfellow*. (Text, pp. 248-249)
 The Defence of the Alamo—*Joaquin Miller*. (Text, pp. 259-260)
 The Pied Piper of Hamelin—*Browning*. (Text, pp. 272-277)
 *Inchcape Rock—*Southey*
 *Old Ironsides—*Holmes*
 *The Landing of the Pilgrims—*Hemans*
 *A Sudden Shower—*Riley*
 John Gilpin—*William Cowper*
 *Your Flag and My Flag—*Nesbitt*
 *An Apple Orchard in Spring—*Martin*
 *America the Beautiful—*Katherine Lee Bates*

(3) Pictures

- The Angelus—*Millet*
 Song of the Lark—*Breton*
 Lesson in Boat Building—*Bacon*
 The Sower—*Millet*
 Suitable magazine pictures

(4) Suggestive Themes for Oral and Written Composition

Upon the judgment used in the selection of subject-matter for compositions will largely depend the value of the work in oral and written English. The experiences in the everyday lives of the children can and should be made to yield topics without number for interesting themes. From this full reservoir the wise grade teacher will be sure to find the topics that will make the talking and writing seem worth while to the child.

Suggestive composition topics:

- | | |
|-------------------------------|------------------------------------|
| What I dreamed | How I was Broken of a Bad Habit |
| If I Were a Fairy | The Silliest Thing I Ever Did |
| Story of St. Valentine | A Narrow Escape |
| When My Ship Comes In | How I Earn Money |
| How to Clean the Teeth | What Is Good Sportsmanship |
| Betsy Ross and the Flag | How to Play a Game of Marbles |
| The Kind of Story I Like Best | How Cotton Is Ginned |
| My Greatest Surprise | Geography Topics |
| If I Were Teacher | History Topics |
| If I Could Have My Wish | Health Topics |
| Why I'd Rather Be a Boy | Current Events |
| A Well Deserved Punishment | See Topics in text, pages 327-332. |

IV. MINIMUM REQUIREMENTS

At the close of the year, fifth grade pupils should have mastered the use of the capitals, the period, question mark, exclamation point, comma, colon, hyphen, quotation marks, apostrophe, abbreviations and contractions.

The child should understand how to use the dictionary and should use it voluntarily.

Pupils should have sufficient acquaintance with at least eight or ten poems assigned the grade and should be able to recite from memory about five of the starred poems. They should have sufficient acquaintance with at least six stories to make intelligent preference among them. This feature of the class work should have stimulated them to thoughtful reading and to appreciation.

They should know and appreciate the pictures assigned this grade for study.

Pupils should have developed the power to tell with ease in such a way as to hold their audience a story they have heard or read, or one they have originated from fact or fancy. They should recognize the large division of thought in stories and arrange these in an orderly way so as to make the meaning of the story clear.

They should have developed to a high degree the "sentence sense" and should be able to make careful and correct selection of words that express exactly what is meant.

They should be able to write interesting compositions, interesting friendly letters and simple business letters in absolutely correct form, according to standards set up for the work of this grade.

They should be taught to listen with polite and appreciative attention. Children of the fifth grade should begin to show more self-reliance in creative work.

They should be able to express a thought in different ways.

They should have developed some skill in giving original endings for stories, in writing simple original stories, fables, and poems.

For a summary of technical and language facts to be taught, see text for this grade, Good English, Book II, pages 305-310.

REPORT OF COMMITTEE OF NORTH CAROLINA COUNCIL OF ENGLISH TEACHERS ON MINIMUM ESSENTIALS

The following is taken from the report of the committee of the North Carolina Council of English Teachers and is what they consider minimum essentials in mechanics for the fifth grade:

To pass from grade five the pupil must, as a matter of habit, spell these words correctly:

| | | | |
|-----------|-----------|-----------|-----------|
| answered | different | perhaps | tear |
| among | doesn't | ready | toward |
| bicycle | don't | said | which |
| busy | easiest | sincerely | woolen |
| cities | either | stopped | weather |
| countries | half | straight | Wednesday |
| cotton | instead | sentence | wear |
| can't | just | since | whether |
| choose | minute | trouble | whom |
| dear | neighbor | through | without |

Make correct use of these grammatical forms:

Verbs: bring, climb, drag, ring.

Pronouns: Establish correct usage of pronouns after the copula verb.

Examples: Who is it? It is I, he, she, we, they. For whom is it? It is for me, her, them, etc.

Use these marks of punctuation correctly:

Question mark after a direct question.

Quotation marks after a direct quotation.

Comma after city and State, as: "He lives in Washington, North Carolina, not Washington, D. C."

Capitals in such nouns as English, American, Chinese.

Prepare his manuscript with regard to:

Numbering of pages.

General neatness of page, freedom from blots, spacing of words, etc.

NOTE TO TEACHER.—To what extent have your children accomplished these objectives?

V. TYPE LESSONS AND COMPOSITION STANDARDS

Evolution of the Narrative*

PERSONAL ADVENTURE

LESSON I

Beginning with the general subject, "An Exciting Experience," the two specific titles, "A Great Fright" and "A Breathless Moment," were chosen. The teacher gave the opening sentence of her story, which was a personal experience:

"One sultry summer night I awoke from a deep sleep and saw a pair of shining eyes glaring at me through the window."

Because of the previous work on *opening sentences*, children knew that this met requirements in that it gave time, place and character and aroused interest so that the listeners wanted to hear more of the story.

Several pupils then gave the opening sentences of their stories. Other pupils made corrections or offered suggestions which made the sentences more definite and excited greater interest.

John—I was frightened while walking down Warren Avenue.

Pupil—John, was it in the night or day time?

John—It was one dark night.

Pupil—Now, John, tell us what you said.

John—I was walking down Warren Avenue one dark night.

Pupil—John, why were you afraid?

John—I had five dollars in my pocket.

Teacher—Now, John, put your two sentences on the board. Can any one see how these two choppy sentences can be improved?

Pupil—Combine your sentences by using another word for "I had." Then you will have a good opening sentence.

The story teller then rearranged his sentence.

*This type lesson is taken from the Detroit Course of Study in English and is used by permission. The purpose in using it is to show the method of procedure at this stage and the growth in judgment and language power that children should begin to develop about the fifth, sixth and seventh grades.

John—I was walking down Warren Avenue one dark night with five dollars in my pocket.

Another pupil gave her opening sentence:

"In the middle of the night I was awakened by a strange feeling in my arm which I realized was caused by a pinch from my sister."

Some of the sentences were so good in the beginning that no correction was necessary. At the conclusion of the lesson each pupil felt that he had a good opening sentence for his story.

LESSON II

The teacher told her entire story in as interesting a manner as possible. Then she retold it, studying it with the children. They noted:

1. Order of details (coherence) and satisfactory conclusion.
2. Elimination of all unnecessary detail.
3. Gradual growth of interest.
4. Effective placing of certain words.
5. Choice of words to produce the desired effect.

Teacher's Story.

One sultry summer night I awoke from a deep sleep and saw a pair of shining eyes glaring at me through the window. Petrified with fright, I lay still for some seconds. The eyes never moved. Terrifying thoughts flashed through my head until at length I screwed up my courage. Cautiously I crept to the window. There I found that the screen had been removed and only the cat sat on the sill enjoying the fresh midnight air. How little she knew what mischief she had caused.

Then John told his story. He stood in front of the class. All comments and questions were addressed directly to him. The children aimed at all times to make their criticisms constructive and helpful.

John—I was walking on Warren Avenue one dark night with five dollars in my pocket. Just as I was passing a dark alley a rough looking man stepped before me. He grabbed me by the arm and said, "Give me your money."

Pupil—You could use "uncouth" in place of "rough looking." I don't like the word "said." You could use "mumbled."

Teacher—I'm glad that you know the word "uncouth," but don't you think "rough looking" gives us a better picture?

John—I like "growled" better than "mumbled." I want a word to use instead of "grabbed," because he really hurt me.

Pupil—"Gripped" would be a good word.

John reconstructs sentences—Just as I was passing a dark alley a large uncouth boy stepped before me. He gripped my arm between his strong hands and growled, "Give me your money." Shaking with fear, I answered in a weak voice, "I have a street car transfer." "Show it to me," he demanded.

Pupil—Couldn't you use "searched in my pocket" instead of "felt around"?

Pupil—Weren't you very nervous? I would have been.

With some help, John reviewed his sentences and finished his story:

Searching nervously in my pocket, I found the transfer and handed it to him. Closely he scrutinized the bit of paper and all the time I shook with

fear. After what seemed hours to me, he handed it back and bounded off. As quickly as possible, I boarded a street car and upon arriving home related my experience to the family.

NOTE.—The lesson developed above is usually followed by a period when each pupil writes his individual story. The social motive acts as a stimulus. Pupils realize they are able to entertain one another and with this as an incentive they develop a little artistic ability.

SUGGESTIONS.—Study the opening sentences of several good stories. Lead them to note the directness of the opening sentences of good stories and the character of information conveyed in them. Ordinarily the time, place and character, e. g., the *when*, *where* and *who*, may be found in the opening sentence.

STUDY THESE:

Miss Miranda Sawyer's old-fashioned garden was the pleasantest spot in Riverboro on a sunny July morning.—“New Chronicles of Rebecca,” *K. D. Wiggin*.

Once upon a time there was a king who lived on the road to Thibet, very many miles in the Himalaya Mountains.—“Namgay Doola,” *Kipling*.

One bright December morning, long ago, two thinly clad children were kneeling upon the bank of a frozen canal in Holland.—“Hans Brinker” or “The Silver Skates.”—*Mary M. Dodge*.

Type Lesson

TO TEACH THE ADJECTIVE*

I. TEACHER'S AIM.

To teach the use of adjectives or “picture words.”

II. PUPIL'S AIM.

To use words that help one see a thing more clearly.

III. METHOD OF PROCEDURE.

“I am going to show you two pictures. Tell me which one you like the better? Why do you like that one? (*Because it is clearer, has colors, looks like summer, etc.*) Yes, it is the clearer of the two. Is there any other way in which we may make pictures, other than with paint or crayon, as here? (Several ways will be mentioned, including the one wanted—*we may make pictures with words.*) Who will make a picture with words for us? (Pupils describe things or scenes of interest to the class and the varying degrees of clearness are discussed.)

Presentation.—“Now look at this paragraph upon the board.”

Grendel's grandmother was a monster. She lived in a cave at the bottom of a pool. To reach this cave Beowulf had to go through the waters, among the reeds, and over quicksands.

“Tell me if you see a very clear picture? How does the monster look to you? Do you see the cave? The pool? (*No, it does not give us a very clear picture.*) Who sees how we can make this picture clearer, or better? What would you add to this in order to get a better picture? (Pupils then suggested words ‘slimy’ and ‘horrible’ to go with ‘monster.’) Yes, that gives a better picture of the monster. (In like manner words ‘immense’ and ‘black’

*From Burton's “Supervision and Improvement of Teaching.” Used by permission of the publishers, D. Appleton & Co.

were supplied to go with 'pool.' Words 'dark' and 'dirty' to go with 'cave,' 'thick' and 'slimy' to go with 'reeds,' and 'treacherous' to go with 'quicksands.')

"Now read the paragraph with these new words written in. Does that give us a better picture than we had before?"

Comparison.—"What does each word do for us? What do all the words do? Look at each one and get the picture called up by it and then tell me what all of them do for you."

Generalization.—(*All these words make the picture much clearer.*) Then what might we call these words? They might be called picture words. We will call them by that name, and I want you to tell me again what they do, using the new name. (*Picture words are words that make the picture clearer.*)

Application.—"Now I will give you some sentences and you may put in picture words to make it clearer. (On board:) 'One morning I was walking through the fields.' That does not make a very clear or pretty picture. Who can make it better?" (Words "bright" and "sunny" were supplied to go with "morning," and "beautiful green" to go with "fields." One or two other sentences were used in like manner. Pupils were asked to bring to class tomorrow lists of picture words that would go with the words, "clouds," "day," and "birds.")

Standards of Composition

NO BLOCKHEADS WANTED

At the beginning of our school the fifth grade issued a proclamation, "No Blockheads Wanted." We were anxious that our grade should surpass all other grades and be the banner grade of the entire school. That motto has wonderfully improved our class, and we suggest that it be tried in any backward class.

AN ODD VISITOR

I was at home alone one day. There was a knock at the door. When I went to the door, there stood a big fat hog. I said, "Good morning, sir." He said, "Um, um."

MY FIRST SCHOOL DAY

My mamma took me to school the first day. She told the teacher that I was a very good child. When she was gone, I began to cry and would not go to my class. I guess the teacher thought I had my mother fooled.

NOTE.—The above compositions were furnished by Miss Ila Johnston, Rural Supervisor, Buncombe County Schools, and they were written by fifth grade children in the rural schools in that county.

GRADE SIX

TEXT: GOOD ENGLISH, BOOK III, PART I

The work for the grades has been organized around the following heads: (1) Aims of Instruction. These are the definite things the teacher should plan to accomplish. (2) Means of Attaining Aims. In this section are given definite suggestions for attaining each standard set up. (3) Sources of

Material. Under this heading such materials are listed as would aid the teacher in the accomplishment of the aims of the work of the grade. (4) Minimum Requirements. This is a summary of a minimum accomplishment that would be accepted as a basis of promotion. (5) Type Lessons and Composition Standards. By showing different types of lessons and lesson procedure, this section should be helpful to the teacher not only in planning lessons, but in a technical study of the method of handling different types of subject-matter. The composition standards are intended to show the growth in composition ability from grade to grade.

I. AIMS OF INSTRUCTION

NOTE.—The aims for the sixth grade are practically the same as for the fifth. Not much that is new is introduced in this grade. The advance is chiefly in wider application of principles and practices already taught.

Oral

1. To continue daily exercises in oral composition according to standards set up for the work of the previous grades.
2. To require equally good English in all classes.
3. To continue the fight against common errors in speech.
4. To train children to handle a single phase of a subject and to stick to the point.
5. To give attention to variety in expression, using freely selections from literature as illustrations.
6. To encourage every evidence of originality and expression of the pupils' own opinions.
7. To insist on clear enunciation and correct pronunciation.

Written

1. To so establish the "sentence sense" that there may be no "run on" sentences or fragments written as sentences.
2. To continue drill on words commonly misspelled and on common grammatical errors.
3. To insist on neatness and good arrangement in all written work.
4. To use a greater variety of ways of beginning sentences, to avoid sentence monotony and to avoid repetition of the same word or phrase.
5. To write a short paragraph of six or seven sentences with attention to arrangement of ideas.
6. To attempt some work in verse writing.

II. MEANS OF ATTAINING AIMS

NOTE.—The numbers used below refer to the above aims, which are amplified where needed.

Oral

(Two-thirds of the time should be given to oral work.)

1. Matters that were considered of importance in the preceding grade should continue to be stressed, gradually raising the standard and advancing each phase of the work.

2. The habit of good oral expression can never be established in the language period alone. Carefulness in oral and written composition should characterize the work of every recitation in every subject.
3. The suggestions and exercises found throughout the text for eliminating speech errors should be systematically followed, and in addition a study of the errors of individual pupils should be made and systematic work should be done to eliminate these.

4. The child's ability to organize his ideas around a single topic and not to digress should increase, and the pupil should have a very definite notion of what the paragraph means.

The reading lessons and other text-books studied should be examined to study the necessity of paragraphing; thus the child may see that paragraphing is a matter of real thought divisions, not merely a matter of form, and from a study of the grouping of paragraphs the pupil gets his idea of the outline.

5. There are many ways in which the vocabularies of children may be enlarged. What a pupil hears in live connections he will learn to understand and use. Pupils acquire the use of words employed by their teachers. It therefore behooves the teacher to use vigorous and effective words and expressions.

Types of exercises where lessons are given in word study or different ways of expressing the same thought should be continued. Literature, rich in the sort of words needed, should be read. Example: The story, King of the Golden River, might be studied for the beauty of its phraseology.

6. At this stage the pupil should show a growing freedom of expression that reveals itself in a more varied vocabulary suited to the situation described or explained. Greater clearness and more completeness in explanations made should be secured. Opportunities should be provided and definitely planned for which allow the child to use his own judgment and form his own opinions.

7. In the training given for distinct enunciation and clear pronunciation, attention should be centered on pronouncing distinctly the final syllables of words, for example *ing*, final *t* and *d*, as—

going; coming; kept up; just; asked to.

Care should be taken in pronouncing correctly such words as fifth day; catch; again; attacked; did you; want you; chimney.

Written

(One-third of the time should be given to written work.)

A child should never be allowed to attempt to write what he cannot express with reasonable accuracy in spoken form. If he has formed the habit of thinking his sentences through before speaking, the matter of thinking his sentences through before writing should also become a fixed habit.

Pupils should become more and more self-reliant in checking their own errors. They should form the habit of looking over their papers first for one type of error and then another, and should correct these errors before handing in the papers.

III. SOURCES OF MATERIAL

A. TEXT FOR GRADE: GOOD ENGLISH, BOOK III, PART I

B. ADDITIONAL MATERIAL AND SUGGESTIONS.

(1) Literature

A. PROSE SELECTIONS.

Excellent selections for study are found in the text, to which attention is especially directed:

Phineas Fletcher Meets John Halifax—*Craik*. (Text, pp. 24-26)

Tom Goes to Rugby—*Thomas Hughes*. (Text, pp. 66-68)

The Great Stone Face—*Hawthorne*. (Text, pp. 111-112)

The Fishing Excursion—*George Eliot* (Text, pp. 137-138)

Boys on the Farm—*Charles Dudley Warner*. (Text, pp. 165-166)

Other selections suggested for study are:

Story of Jean Valjean—*Victor Hugo*

The Gettysburg Address—*Lincoln*

Speech Before the Virginia Convention—*Patrick Henry*

Belshazzar's Feast—Book of Daniel—Psalm XIX—*Bible*

Book of Acts—Paul's Speech Before Agrippa—*Bible*

The New South—*H. W. Grady*

Short stories with a decided point, for example, "Who Loved Best," page 131 in text, may be used for reproduction. However, reproduction should be used constructively and the organization of thought rather than memory should be stressed. Original work growing out of the imagination and experience of the children should increase.

B. POEMS.

NOTE.—The starred poems are suitable for memorization.

How They Brought the Good News from Ghent to Aix—*Browning*

Charge of the Light Brigade—*Tennyson*

*Abou Ben Adhem—*Leigh Hunt*

*In Flanders Fields—*John McCrae*

*The House by the Side of the Road—*Sam W. Foss*

Ring Out, Wild Bells—*Tennyson*

*The First Snowfall—*Lowell*

*The Nineteenth Psalm—*The Bible*

Incident of the French Camp—*Robert Browning*

The Burial of Sir John Moore—*Charles Wolfe*

*The Builders—*Longfellow*

*Concord Hymn—*R. W. Emerson*

*The Star-Spangled Banner—*Key*

*Columbus—*Joaquin Miller*

*The Daffodils—*Wordsworth*

(2) Pictures

Landseer—Shoeing the Horse

Bonheur—The Horse Fair

Weir—Embarkation of the Pilgrims

or

Boughton—Pilgrim's Going to Church

or Pilgrim Exiles

Rothermel—Landing of the Pilgrims

Watt—Sir Galahad

Adan—End of Day

Guido Reni—Aurora

Suitable magazine pictures

(3) Composition and Suggestive Composition Topics

A. SUGGESTIVE COMPOSITION TOPICS.

Children should find in the life about them interesting topics for compositions. Excellent suggestive topics are given on pages 320-322 in text.

As a guide for both teachers and students, the following points are listed in:

How to Judge a Composition—

Read the entire composition through.

Is it interesting?

What makes it so?

Does the writer hold to his subject?

Does the writer put in anything that is unnecessary?

Mention any new and apt expressions used.

Indicate a particularly good sentence.

Indicate poor and incomplete sentences and help the writer to recast them.

Is the composition well capitalized and punctuated?

Are the words spelled correctly?

Correct any grammatical errors.

Note the mechanical arrangement on paper—title, margin, and indention.

B. TOPIC SENTENCES.

Some suggestive topic sentences which may be expanded into a paragraph are here given:

I found a pocket-book on the street this morning.

I shall always remember the first day I went to school.

A loud scream came from the street.

I am very proud of our school, it is so attractive.

The match that was dropped on the floor of the barn was not lost.

I have just heard the most interesting thing.

What do you think I saw just now?

C. LETTER WRITING.

Real letters should be written for definite purposes.

The letter should have to do with the child's wants, needs, and what he finds necessary to communicate about.

Special stress should be placed on paragraphing, vocabulary, and quality of interest.

To provide variety the following suggestions are made:

A letter to a friend relating the most interesting incident of the first week of school.

A letter to a friend telling what you enjoyed most at the circus.

A letter describing your Christmas entertainment.

A letter such as some historical character might have written home on some special occasion.

A letter from one Camp-Fire girl to another.

A letter from one Boy Scout to another.

A formal invitation to a party, and the correct reply.

A letter ordering some material.

A letter to the manager of some hotel making reservation for a certain definite time.

A letter to the superintendent of your school asking for something needed in improving your school grounds.

A letter to the Board of Health calling their attention to some insanitary place in your town or county.

A letter to a friend in another part of the State describing points of interest around your own home.

A letter to a Sixth Grade in a distant city describing some progressive enterprise in your community.

A letter to a business firm making application for a job.

Children should be given training in writing advertisements, and in answering advertisements, with care to make specific important facts. They should also be given practice in writing telegrams.

D. DIARY WRITING.

Children should be brought to see that diary writing is a careful and truthful record of daily occurrences of importance to the writer only, and that it should be a truthful record of the writer's thoughts, feelings, desires, and ambitions.

E. WRITING AUTOBIOGRAPHIES.

Children should be taught just what an autobiography is and why it is written. They should see the importance of telling the ways in which their life is different from the average life.

F. BOOK REVIEW.

These should be given now and then for the purpose of interesting the class in the book reviewed, and should be very simple in outline, about as follows:

1. Name of book and name of author.
2. Is it history, biography, or fiction.
3. Time and place of events.
4. Main thought of the book.
5. Principal characters.
6. Speaker's opinion of the book.

Occasionally newspaper articles of unusual interest may be read and reviewed before the class.

G. CURRENT EVENTS.

Children should be led to take an interest in matters of general interest in the local community or in the outside world, and to make reports to the class. See text, pp. 35, 65, 88, 105, 134, 145, and 163 for suggestions.

H. EXPLAINING AND DIRECTING.

Children should be given practice in giving directions for reaching a certain place, for playing a certain game, or for making certain useful articles. For example: How to make a bird box; How I prepared dinner; How I made a window box; How to bandage a sprained ankle, etc.

I. ARGUMENT.

In the Sixth Grade the children are interested in giving reasons why a certain statement is true, or why a certain position is correct. They see how frequently it is necessary in everyday life to do this. The subjects chosen should deal only with what is in the child's experience; for example:

Life in the city is more pleasant than life in the country.

Farms produce more wealth than factories.

Winter affords more and greater pleasures than summer.

Education is more valuable than riches.

(Excellent topics for debate are given on page 322 in the text.)

The class may be divided into two groups, each taking one side of the subject to defend. A record should be kept of good points made on each side, and the judges should announce the winner at the close of the debate.

J. TALKS FROM OUTLINE.

Children should frequently be required to talk from outlines prepared before the recitation. These outlines should generally contain the following heads:

1. Introductory and explanatory statement.
2. Points in the main discussion.
3. Concluding or summarizing statement.

Outlines in the subject-matter of the various lessons of the day should frequently be made. Sometimes these outlines may be written on the board by the speaker before the lesson, so that the class may follow the outline with him.

IV. MINIMUM REQUIREMENTS

A pupil completing the Sixth Grade should know the subject-matter of the other subjects of his grade so well that he is able to prove his knowledge by his spoken and written English in all his work.

They should be able to spell the vocabulary which they commonly write, and to make sure of new or doubtful words.

They should have formed the habit of using the dictionary for spelling, for meaning, for pronunciation, and for variation.

Pupils should be able to talk with pleasing voice on a familiar subject for two or three minutes, standing in a good position, with feet firmly on the floor, and the general position of the body at ease.

They should be able to write some short poems and prose selections from memory.

In original work they should be able to write simple stories, fables, and verse in imitation of models studied, and to give original beginnings and endings for stories.

They should be able to write correctly a friendly letter, with some attention to the "personal touch," and to compose ready for mail a business letter, in accordance with acceptable form.

Both oral and written work should show growth in maturity of thought and in correctness.

A pupil should not go into the Seventh Grade "sentence weak."

They should have gained mastery of the technicalities for the first six grades, and the functions of the parts of speech should be well understood.

For a general summary of technical matters and language facts to be taught in the Sixth Grade, see pp. 173-178 in text—Good English, Book III, Part I.

REPORT OF COMMITTEE OF NORTH CAROLINA COUNCIL OF ENGLISH TEACHERS ON MINIMUM ESSENTIALS

The following is taken from the report of the Committee of the North Carolina Council of English Teachers, and is what they consider maximum essentials in mechanics for the sixth grade:

To pass from grade six the pupil must, as a matter of habit, spell these words correctly:

| | | |
|----------|-----------|----------|
| across | led | replied |
| business | laid | sense |
| certain | paid | shining |
| crowd | separate | thrown |
| describe | speech | tries |
| except | stories | together |
| hoping | studies | village |
| hurried | surprised | writing |
| ladies | | |

Make correct use of these grammatical forms:

Verbs—Shine, catch, know, throw, fall, grow, and lay.

Pronouns—Establish the habit of correct pronoun reference, the singular pronoun for antecedent in the singular, etc.

Use *himself* not "hissself," *themselves* not "theirself."

The sentence—A pupil should not leave this grade without a definite and actual understanding of the elements of a sentence.

Use these marks of punctuation correctly:

All marks essential to a social letter, together with the capitalization for this form.

Apostrophe in all possessives, particularly "s-singulars," such as "James's book," etc.

Apostrophe in all such contractions as *don't*, *doesn't*, etc.

Prepare his manuscript with regard to:

The conventional form for a social letter.

NOTE TO TEACHER.—To what extent have your children accomplished these objectives?

V. TYPE LESSONS AND COMPOSITION STANDARDS

Type Lesson

POEM—THE DAFFODILS—*William Wordsworth*

SETTING FOR POEM.

Teacher—The author of this poem, William Wordsworth, was called the “nature poet,” and he shows here his love and appreciation of beauty in nature. He describes here a beautiful picture he has seen—let us study the poem to see and enjoy this word picture with him.

PROBLEM.

Teacher—I am going to read the entire poem to you. As I read I wish you to listen for three things: (1) how the poet felt before he saw the picture; (2) a description of the picture; (3) the effect the picture had upon him.

PERSPECTIVE VIEW OF THE WHOLE.

The teacher reads entire poem to class.

THE DAFFODILS

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils.
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay;
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Outdid the sparkling waves in glee—
A poet could not but be gay
In such a jocund company;
I gazed—and gazed—but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon the inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the daffodils.

—*William Wordsworth.*

STUDY OF THE PARTS.

Teacher—Read the lines which tell how the poet felt before he saw the picture.

Pupils discover that first two lines answer this question.

Teacher—Is the comparison an apt one? Is a cloud floating up in the sky a lonely thing?

Teacher—Find the part which describes the picture.

Pupils discover that a description of the picture begins with third line in first stanza, and ends with second line in third stanza.

Teacher—Read the lines which give you the poet's first sight of the picture.

Pupils read:

"When all at once I saw a crowd,
A host of golden daffodils."

Teacher—Read the words or lines in which the poet makes you see *numbers* of daffodils.

Answers—Crowd—host.

"Continuous as the stars that shine"
"They stretched in never-ending line"
"Ten thousand saw I at a glance"

Teacher—Find all the references the poet makes to *motion*.

Answers—

"Fluttering and dancing in the breeze"
"Continuous as the stars that shine
And twinkle on the Milky Way."
"Tossing their heads in sprightly dance."
"The waves beside them danced, but they
Outdid the sparkling waves in glee."

Teacher—Where was this bed of daffodils?

Answer—

"Beside the lake, beneath the trees."
"Along the margin of a bay."

Teacher—Read the picture as a whole.

Teacher—What is told in the rest of the poem?

Answer—How the poet felt after he saw the picture.

Teacher—Read this part aloud.

Teacher—What is meant by "inward eye"?

Explain what the last stanza could mean to you. Would these lines help you in expressing your enjoyment of some pleasurable experience you are living over again?

THE NEW WHOLE.

The teacher should have the poem read as a whole by one or more pupils.

MEMORIZATION.

After having made the detailed and intensive study of the poem, as here described, and after having studied the organization of the whole and the association of ideas, the use of the exact words of the author in thinking through the poem should be an easy matter for the pupils. From the enjoyment derived from a study of the poem the pupil should have sufficient motive to memorize it, and therefore make it one of his permanent possessions.

Standards of Composition***MY FIRST BISCUITS**

One day my mother asked me to make some biscuits. I started out with the intention of making them better than mother. They looked fine when I put them in the oven. When I started to take them out, they surprised me very much. They were so hard we could not eat them. I had forgotten the soda. I did not give up trying, but kept on until my biscuits were as good as mother's.

THE BULL FROG EGGS

One day a crowd of boys came running from the creek. They had something in their hands that looked like gelatin. All the girls wanted to know what it was. They told us that they had bull frog's eggs. I don't think they are nice playthings.

A JOKE ON TEACHER

Our teacher doesn't like for us to chew gum. We get demerits when we do. Yesterday, a girl gave her a piece of gum. She forgot to throw it away before she reached school. One of her pupils told her she would get five demerits.

VACATION†

Vacation time is drawing near,
The news that we all love to hear.
No lessons to study, no rules to obey,
Nothing to do but to run and to play.

We can take long walks in the woodland bowers,
And hunt all kinds of wildwood flowers;
The leaves are so green, the flowers so bright,
We almost wish it wouldn't come night.

No more we'll hear the school bells ringing,
But instead the birds in the branches singing.
Vacation time is sweetest of all,
If only vacation wouldn't end in the fall.

GRADE SEVEN**TEXT: GOOD ENGLISH, BOOK III, PART II**

The work for the grades has been organized around the following heads: (1) Aims of Instruction. These are the definite things the teacher should plan to accomplish. (2) Means of Attaining Aims. In this section are given definite suggestions for attaining each standard set up. (3) Sources of Material. Under this heading such materials are listed as would aid the teacher in the accomplishment of the aims of the work of the grade.

*These compositions were written by Sixth Grade children in the rural schools of Buncombe County.

†This poem was taken from the May, 1922, number of *The Skylander*, a student publication of the West Asheville School. It was written by Norine Jackson and Marguerite Hawkins, 6-B Grade.

(4) Minimum Requirements. This is a summary of a minimum accomplishment that would be accepted as a basis of promotion. (5) Type Lessons and Composition Standards. By showing different types of lessons and lesson procedure, this section should be helpful to the teacher not only in planning lessons, but in a technical study of the method of handling different types of subject-matter. The composition standards are intended to show the growth in composition ability from grade to grade.

I. AIMS OF INSTRUCTION

Oral

1. To require good English in all classes and to impress upon the pupils that their ability to talk well will have a relation to their success in life.
2. To work for sentence betterment.
3. To awaken pupils to a sense of word values, and to create a desire for more appropriate and expressive words in expressing thoughts.
4. To make a more intensive study of the parts of speech and how they function.
5. To use the outline in planning and organizing talks to establish the habit of logical and concise thinking.
6. To study model prose selections and poems for the purpose of learning how skillful writers secure certain results.

Written

1. To attain some power in varying sentence structure for the sake of clearness and accuracy.
2. To require good written English in all classes.
3. To drill on words commonly misspelled.
4. To make automatic the technicalities.
5. To insist on neatness and good arrangement in all written work.
6. To develop to a higher standard the power of effective arrangement of ideas in a short paragraph.
7. To continue to write friendly and business letters. These assignments should increase in difficulty over preceding years.

II. MEANS OF ATTAINING AIMS

Oral

(One-half of the time should be given to oral work.)

1. *Attention to Language in All the Subjects.* There is no subject which so thoroughly permeates the work of all the other subjects as does the work in English, and the teacher who does not take into account the language used in history, in geography, and in all the other recitations, to bring language power to a higher standard, will find the work of her regular English period lacking in acceptable results. The recitation periods in all subjects afford constant opportunity for putting into

practice principles learned in the language period. Our spoken English is passed upon by our fellow-men every day of our lives. It is largely upon this basis that one is judged as educated and cultured. Success in business and intercourse with people depends more than is commonly realized upon power to talk well. Alice Cooley in "Language Teaching in the Grades," says "The teaching of no other subject is so vitally wrapped up in the gospel of life as is the teaching of the so-called language group of studies—reading, language lessons, writing, spelling, dictation, oral and written composition. The growth of a child's power to understand and use language measures his assimilation of the life about him. In other words, his language grows with himself and he with it."

2. *Sentence Betterment.* The text contains many exercises for the combination of simple sentences into complex or compound sentences, where the sentence structure is improved. See pp. 260, 277, 286, etc. As the vocabularies of the children are enriched the work in sentence betterment will go forward. Some suggestions for the improvement of the sentence are as follows:

- (1) Secure variety in beginning sentences. Sentence monotony is a common fault among children. The same structure or form of the sentence is used over and over again until it becomes tiresome. Some of the simpler forms of transposed sentence order may be practiced. The inverted order is often more forceful and more pleasing. See text, pp. 5-7.
- (2) Combine simple sentences that have unity into complex sentences. See text, pp. 133, and 196-197, etc.
- (3) Expand the short simple sentence by amplifying the subject and predicate by: (1) a word, (2) a phrase, (3) a clause.
- (4) Sentences should be so worded and constructed that there can be no mistake as to meaning. Added force and clearness may be secured by the best arrangement of modifying phrases and clauses.
- (5) See that verbs agree with their subjects and pronouns agree with their antecedents.

3. *Enriching the Vocabulary.* There should be a constant effort to broaden and enrich the pupils' vocabulary; to teach discrimination in the choice of words, and to make a beginning in the appreciation of a sense of word values. The following types of exercises are useful in broadening and enriching the vocabulary—exercises which call for words that describe; which call for synonyms and antonyms; exercises which call for discrimination in the selection of words to express the exact meaning intended. Much of the work for vocabulary enrichment will occur in the writing of compositions when the needs of the occasion demand it. Students should form the habit of copying into their note-books words or expressions heard or read that they would like to add to their vocabulary.

4. *The Parts of Speech.* While the text provides for the teaching of the parts of speech in the sixth grade, an intensive study should be made of the peculiar way in which each part of speech functions. For example: pronouns are used for less clumsy construction, for correct number, form, and gender, and for agreement with antecedent; adjectives are used for enrichment of language, for better construction and arrangement, and for correct comparison; verbs show correct time, agreement with subject in number and person, and so on with each part of speech. Note how the parts of speech are grouped:

Substantives—nouns and pronouns.

Asserting elements—verbs.

Modifying elements—adjectives and adverbs.

Connecting elements—conjunctions.

Independent elements—interjection.

- 5-a. *The Use of the Outline.* Greater emphasis than in preceding grades should be placed on talks from outlines. Children might be appointed to hear a sermon or a lecture, and report to the class according to the outline used by the speaker and the points made. Pupils might be asked to outline a talk made by a member of the class, then to compare their outlines with the original one made by the speaker. They should be given simple selections from literature for analysis, and to find the author's outline.

The child should be taught the proper method of procedure in organizing his thoughts. For example: in the discussion of history and geography topics, the following plan would be helpful:

- (1) Keep the topics in mind to be discussed.
- (2) List the points to be made as they are thought of.
- (3) Group these points under two or more large heads.
- (4) Determine the order of the large topics and of the minor topics under the large topics.

Pupils in the seventh grade should have acquired the ability to speak to such an outline for three to five minutes with clear voice and correct language. They should stand and look into the faces of their audience while speaking.

- b. *Points to Consider in Judging Oral Talks.* There are four points to consider in judging oral talks.

- (1) *Position.* Does the speaker stand erect without slouching and look his audience straight in the eye? Does he show ease and self-possession? Has he a pleasing manner?
- (2) *Voice.* Has he a good speaking voice? Does it have good carrying power? Does he enunciate and pronounce his words correctly? Does his voice have clearness and variety of tone? Does his voice express enthusiasm?
- (3) *Choice of Words.* Does the speaker have a ready supply of words? Is he forceful? Does he show ability to express his thoughts in a variety of ways?
- (4) *The Content.* Does the speaker show originality of ideas? Is his talk well thought out? Is it well organized? Does he make his points clear? Is it interesting?

6. *The Use of Literature as Models.* In all selections of literature, in all poems and in prose, it has been the purpose throughout the course to use only that which is of the highest standard. "For only the master mind is great enough to teach the child heart." In language training, literature has many uses besides the inspirational. It may be used as a means of cultivating the ear, of enriching the vocabulary, of developing an appreciation of fine phraseology—a choice word, an apt phrase or a well-constructed sentence.

Written

(One-half the time should be given to written work.)

The aims in written work follow closely the aims for oral work, and the method of attaining these aims would be about the same.

III. SOURCES OF MATERIAL

A. TEXT FOR GRADE: GOOD ENGLISH, BOOK III, PART II.

B. ADDITIONAL MATERIAL AND SUGGESTIONS.

(1) Literature

A. PROSE SELECTIONS.

Stories for Study and Retelling.

The Boy Who Discovered Spring—*John Raymond Alden*

The Land of the Blue Flower—*Frances Hodgson Burnette*

Little Daffy Downdilly—*Nathaniel Hawthorne*

The Great Stone Face—*Nathaniel Hawthorne*

The Bishop and the Convict—*Victor Hugo*

The Legend of Sleepy Hollow—*Washington Irving*

Rip Van Winkle—*Washington Irving*

The First Christmas Tree—*Henry Van Dyke*

The Man Without a Country—*E. E. Hale*

Moti Guj—*Mutineer—Kipling*

The First Customer—*Hawthorne* (Text, pp. 200-201)

The Flight—*Robert Louis Stevenson* (Text, pp. 210-212)

Walter Raleigh and Queen Elizabeth—*Sir Walter Scott* (In text)

The Character of Washington—*Jefferson* (Text, pp. 261-262)

The Character of Washington—*Lowell* (Text, pp. 265-267)

Wee Willie Winkle—*Kipling*

Baa, Baa, Black Sheep—*Kipling*

B. POEMS.

NOTE.—The starred poems are suitable for memorization.

*Yussouf—*James Russell Lowell* (Text, p. 275)

*America for Me—*Henry Van Dyke*

The Chambered Nautilus—*Oliver W. Holmes*

The Swimming Hole—*James Whitcomb Riley*

Breathes There a Man—*Scott*

Vision of Sir Launfal—*Lowell*

*Recessional—*Kipling*

Elegy Written in a Country Churchyard—*Gray*

*To a Waterfowl—*Bryant*

The Building of the Ship—*Longfellow* (Text, p. 193)

*O Captain! My Captain!—*Walt Whitman* (Text, p. 253)

*A Patriotic Creed—*Edgar Guest*

The Lost Master—*Robert W. Service*

(2) Pictures

Monarch of the Glen—*Landseer*

Sir Galahad—*Watts*

End of Labor—*Breton*

Spring—*Corot*

The End of Day—*Adan*

The Lion of Lucerne—*Thorwaldsen*

An Old Mill—*Van Ruysdael*

Suitable Magazine Pictures.

(3) Composition

A. THE STORY.

Ability to tell an apt story is a social accomplishment, and training should be given to enable the pupil to tell a story or tell incidents from their experience with ease.

The story should be limited to a single situation, and only those details which have a bearing on that event should be introduced. The details necessary should be given in the order of their occurrence and so arranged as to move toward a point of highest interest, and the story should conclude at once when this point has been reached.

The children will be interested in relating personal experiences, in composing stories to illustrate proverbs, in composing fables after the study of a model, in telling stories suggested by pictures, and in writing biographies and autobiographies.

B. COMPOSITION TOPICS.

All composition work should be closely correlated with other school subjects and with school and community activities. Teachers and children should have their eyes open to the things around them, the beauties of nature in their environment, the great living, interesting world about them. The teacher of English must be able to see "books in running brooks, sermons in stones, and good in everything."

In descriptive paragraphs the following points should be kept in mind:

1. See things clearly, that you may draw a vivid picture.
2. Make it real to your reader.
3. Make clear sentences.

Suggestive Topics for Original Stories, for Compositions and for Descriptive Paragraphs:

1. Original Stories.

A Rolling Stone Gathers No Moss

A Bird in the Hand is Worth Two in the Bush

Heaven Helps Those Who Help Themselves

Honesty is the Best Policy

A Stitch in Time Saves Nine
 The Early Bird Catches the Worm
 Haste Makes Waste

2. Subjects Suitable for Descriptive Paragraphs.

An Approaching Storm
 My Grandmother
 One View of the River
 A Little Girl on My Street
 A Pleasant Memory Picture
 Some Outstanding Historical Character

3. Suggestive Topics.

My Saturday Job
 My Earliest Ambition
 My Experiences in Keeping House
 Why I am Glad that I am an American
 Why a Boy Wants a Dog
 Does it Pay to Stay in School until Graduation?
 An Automobile Accident
 Caught in a Storm
 Where I Think I Should Like to Live
 An Exciting Fire
 Some Things a Polite Boy (Girl) Should Do
 Catching the Train
 My Greatest Childhood Fear
 An Embarrassing Moment
 Biographies of Lincoln, Roosevelt, Washington, etc.
 Re-tell and write up jokes that happen in the schoolroom.
 Re-write some story from another point of view
 (Talks on schools)
 Tell of the schoolhouse your grandfather attended
 Recall your first day at school
 How the Teacher Got Even with the Jokers
 The Funniest Thing That Ever Happened in School
 A Well-Deserved Punishment

4. Suggested Topic Sentences That May be Expanded Into a Paragraph.

I awoke one night to find the room filled with smoke.
 The living room of my home is large and inviting.
 It took the whole family to get my little brother off to school today.
 Speaking my first piece was no joke.
 When my telephone rang last night after midnight I was given quite a fright.
 It was one of those quaintly comfortable old houses.

Text, pages 319-322, contains interesting composition topics that are very suggestive.

As an incentive to secure good composition, students might write articles for the newspaper, with the understanding that the most meritorious work will be published in a school news column.

5. Verse Writing.

Real talent is often discovered by having children to write short poems and by paraphrasing simple poems. The results are often surprising. The following poem was written by a seventh grade student in the West Asheville school, and is here given to show what pupils in this grade can do.

THE ROBIN

There came to my window
One morning in spring
A sweet little robin;
She came there to sing;
And the tune that she sang
It was prettier far
Than ever was heard
On the flute or guitar.

Her wings she was spreading
To soar far away;
Then, resting a moment,
She seemed sweetly to say,
"Oh, happy, how happy,
This world seems to be;
Awake, little girl,
And be happy with me!"

C. DRAMATIZATION AND WRITING PLAYS.

Historical events may be dramatized. For example, Columbus seeking aid at the Court of Spain; Sir Walter Raleigh's encounter with Queen Elizabeth; the Puritans discussing reasons for leaving England; the making of the first American flag; the signing of the Declaration of Independence, etc.

No attempt should be made to write a play until the children are thoroughly saturated with some story, poem, or event in history that lends itself to dramatic development. It will require a great deal of reading and study on the part of the pupils to get the proper background and to give true interpretations. They should get fully into the spirit of the times and into the spirit of the characters.

D. LETTER WRITING.

Letter writing is the only form of composition in which the majority of people indulge, and the ability to write a business and social letter is a highly desirable accomplishment. Children should be taught to appreciate the importance of correct usage in writing letters.

In the friendly letter there should be a distinct effort to write that which is worth while and to keep a sympathetic attitude toward the person to whom it is written.

In the business letter it is important to create the right impressions, to discuss only the matter in hand, to make the letter short, courteous, and to make it absolutely clear as to meaning, compact as to form, neat as to penmanship, and correct in spelling, capitalization and punctuation.

The following suggestions are given to serve as motives for writing letters:

Write a letter to a friend telling about a trip you have recently taken.

Write a "bread and butter" letter to some friend you have visited.

Write a letter to some friend in trouble expressing your sympathy.

Write a note to a friend or relative telling him of some special school exercise.

Write a letter as a girl would write to some relative that she has never seen, describing herself so that the relative may be able to recognize her at the railway station.

Write a letter to some business firm applying for a position.

Write a formal invitation to some function and a suitable reply to such an invitation.

Letters to Develop Imagination:

Have children write letters supposed to be written by Columbus describing an incident in his voyage.

Have children write letters supposed to be written by John Smith, George Washington, and other outstanding historical characters.

E. EXPLAINING AND DIRECTING.

Much practice in talking and writing should be given where the purpose is: to give information; to explain a process; or to give directions for going somewhere by a direct route; or to make some meaning clear.

Suggestive topics:

How to Drive a Ford Car

How to Wash Dishes Properly

How to Make a Bed

How to Play a Game

How to Use the Index of a Book

How to Find a Certain Article in a Certain Room of Your School Building

F. CURRENT EVENTS.

In order to interest the pupils in items of current happenings, it might be a good plan to organize the class into a club to collect items of interest. Where such items are clipped from newspaper or magazine articles, pupils should be trained to condense them and to make notes on what they have to say and to talk from these outlines.

The *Pathfinder*, published by *Pathfinder Publishing Co.*, Washington, D. C., price \$1 per year, and the magazine entitled *Current Events*, will be helpful to teachers and children in planning interesting current events periods.

G. PROJECT FOR CORRECTING ERRORS IN SPEECH.

The class could organize a "Better Speech Club" and hold weekly meetings, at which time speech errors noted at home, at school or on the street may be commented upon and corrected. A committee may be appointed each week whose duty it is to correct the errors. This might be called the Correct Usage Committee, and any expression about which there is a doubt as to correctness or propriety can be

discussed and the teacher may be called upon if needed as the final arbiter. Another committee might make Good English posters containing slogans. These should be large enough to be seen from all parts of the room. For example, "Good English is a habit. Get the habit." It would add to the interest to illustrate the slogan by some drawing or pictures cut from a magazine or some advertisement. There might be appointed also a Committee on Distinct Speech, whose duty it is to keep a record of indistinct speech and to make a report from time to time. Under the guidance of an able teacher, such a club can do valuable work.

IV. MINIMUM REQUIREMENTS

More finished results should be expected in the seventh grade.

The simple fundamentals of mechanics thus far taught should be made automatic.

Sentences that are grammatically correct and that are properly begun and ended are to be expected.

Pupils should know why one form of expression is grammatically correct and another is incorrect by applying the principles of grammar thus far taught them.

Pupils should have attained some judgment in the use of the comma.

Two main objectives for the year are better sentence structure and further development of the paragraph.

Pupils should begin to use complex sentences that are well constructed and should begin to use words that reveal feeling as well as express exact meaning.

Students should attain the power of topical organization through the use of the outline. They should be able to make a simple outline that is fairly logical in its sequence, and should have the ability to speak from such an outline for three to five minutes with clear voice and correct language.

By the end of the seventh year, pupils should be able to prepare in neat form a short composition which is free from all misspelled words and gross errors in English, correctly paragraphed, punctuated and capitalized.

Seventh grade pupils should have the ability to write a letter, either business or social, that shall express thought clearly and be correct in the conventions of letter writing.

For a general summary of technical matters and language facts to be taught in the seventh grade, see text, pages 333-372.

REPORT OF COMMITTEE OF NORTH CAROLINA COUNCIL OF ENGLISH TEACHERS ON MINIMUM ESSENTIALS

The following is taken from the report of the Committee of the North Carolina Council of English Teachers, and is what they consider minimum essentials in mechanics for the seventh grade.

To pass from grade seven the pupil must, as a matter of habit, spell these words correctly:

| | | |
|--------------|------------|--------------|
| beginning | generally | probably |
| believe | government | quite |
| boy's | grammar | quiet |
| chief | James's | quietly |
| copied | judgment | respectfully |
| description | library | read (past) |
| destroy | lying | receive |
| didn't | loose | seize |
| disappointed | lose | sincerely |
| disagree | necessary | ties |
| enemy | pretty | won't |
| finally | principal | wouldn't |
| foreign | | |

Make correct use of these grammatical forms:

Verbs: drink, begin, take, break, draw, learn, teach, and set.

Ought, not "*Had ought*."

You were, not *you was*.

Consistent agreement of verb with subject.

Nominative and objective uses of *who*.

Have, not *have got*.

Five cents, not *five cent*.

Agreement in number between subject and verb.

Clear, definite idea of number, gender, and case.

Use these marks of punctuation correctly:

Quotation marks to inclose a direct quotation.

Punctuation and capitalization as needed for business letter form.

Although not required here as an "essential," the teacher in this grade should place emphasis on the distinction between the comma and the period, so that by grade ten the "comma fault" error may be eradicated.

Prepare his manuscript with regard to:

Understanding of paragraph significance.

The conventional form of a business letter.

Proper method of folding a manuscript and endorsing it for the teacher.

Paragraph unity.

NOTE TO TEACHER.—To what extent have your children accomplished these objectives?

V. TYPE LESSONS AND COMPOSITION STANDARDS

Type Lesson

WRITING A BUSINESS LETTER*

1. RECOGNITION OF PROBLEM.

- a. Teacher's aim—Teaching the correct form for a business letter.
- b. Pupil's aim—The collecting of information.

*This lesson was taught in the seventh grade in the Statesville Public Schools.

2. THE APPROACH.

Teacher and pupils are working out a series of papers on North Carolina's resources. One paper deals with the kinds and values of the schools.

Teacher—What do you think should be told about North Carolina's schools?

John—We should tell the names of the large colleges.

Mary—We should tell what grade colleges they are.

James—We cannot give the names, but we could give the number of public schools in the State.

Teacher—What else would be interesting about the schools?

Tom—At what amount they are valued, and how much it costs to run them.

Teacher—Who can tell us all this?

John—Perhaps the County Superintendent can tell us.

Teacher (motivating question)—Would you like to write him and ask for his help? Let us be sure we know the correct form in which to write our letter.

3. METHOD.

a. Have children bring printed business letters to class. Study:

- (1) Position of different parts.
- (2) The wording.
- (3) The quality of brevity.
- (4) Punctuation.

b. Have letters written. Class decides which letter is best, and that letter is mailed to the County Superintendent.

(The Letter Selected)

Statesville, N. C.,

Feb. 14, 1923.

Supt. J. A. Steele,
Statesville, N. C.

My dear Mr. Steele:

We are working on some geography papers in our school work, and we lack some information about the schools of North Carolina. Do you have any material that will give us the following information on this subject:

- (1) What are the names and ratings of North Carolina's colleges?
- (2) What is the number and value of the public schools?
- (3) What does it cost yearly to maintain and operate them?

If you can help us get this information, we will appreciate it greatly.

Very truly yours,

JOHN C. SMITH.

Standards of Composition

A GOOD LESSON FOR ME

When our principal came into our room the other day, my teacher handed him a paper I had written. As he read it out loud to the pupils he kept stumbling over the words. I knew he didn't stumble because he didn't know

how to read. I knew well enough it was because my writing was not good. It was a good lesson for me. Now I am trying to write so people can read it.

PLAYING HOSPITAL

It was a very hot day, and our patients were very restless. But in bed they had to stay. If we let them get up they would be sick much longer. When eating time came, our patients did not seem sick at all, for they ate more than I could. But when medicine time came, it was quite the other way. I wonder if in real hospitals some patients are like ours.

MOONLIGHT BASEBALL

Nearly all my chums work all day and cannot play ball until after supper. So we have to make the most of the time that is left. Some evenings we play until the moon comes out. If the moon were only brighter, we could play as long as we wanted to. I guess it is a good thing it isn't, because there would be so many sleepy boys going to work mornings.

NOTE.—The above group of compositions was taken from Sheridan's "Speaking and Writing English."

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SPELLING

GUIDING PRINCIPLES IN TEACHING SPELLING

I. Aims in Teaching Spelling

1. To teach pupils to spell correctly the words in their own written vocabulary.
2. To teach children to spell words so well that in all written work the writer makes automatic the placing of the letters in correct order in words.
3. To teach pupils to use words intelligently in sentences.
4. To teach pupils to pronounce correctly the words in their own reading and speaking vocabulary.
5. To teach the meaning and use of words already a part of the child's speaking, hearing and reading vocabularies.
6. To teach the use of the dictionary.
7. To teach so that the child has developed the "spelling conscience," that is, he must know when a word is spelled right and when wrong.

II. Spelling Material Selected for Study

SELECTION OF WORDS.

a. *The Text.*

The Mastery of Words, the adopted text, contains carefully selected and well graded lists of words that a child uses and needs now or will use soon. In the main, the words a person needs to know how to spell are the words that he uses in doing the writing necessary in carrying on affairs of everyday life. From investigations made, it would appear that a writing vocabulary of four or five thousand words is adequate for the most exacting demands likely to be made upon the average child. The one thousand words in the Ayer's list, proved to be the most commonly used in writing, are included in the vocabulary of the text as well as the words listed by Jones and other investigators.

b. *Supplementary Lists.*

To the vocabulary of the text, teachers should add other words selected from lessons in literature, nature, geography and history, and words peculiarly local which will be needed in their written work. For review and drill, the Ayer's "Measuring Scale for Ability in Spelling," found in the appendix of the text, will be most useful.

Dr. Jones calls the following list of one hundred words the "One Hundred Spelling Demons of the English Language" because he found they were the words misspelled in all the grades of the elementary school. The list is here given for special drill and attention.

| | | | |
|----------|----------|------|--------|
| which | don't | many | always |
| their | meant | some | where |
| there | friend | been | women |
| separate | business | used | done |

| | | | |
|-----------|---------|-----------|----------|
| hear | answer | laid | again |
| here | two | tear | very |
| write | too | choose | none |
| writing | ready | tired | week |
| heard | forty | grammar | often |
| does | hour | minute | whole |
| once | trouble | any | won't |
| would | among | much | cough |
| since | busy | beginning | piece |
| can't | built | blue | raise |
| sure | color | though | ache |
| loose | making | coming | read |
| lose | dear | early | said |
| Wednesday | guess | instead | hoarse |
| country | says | easy | shoes |
| February | having | every | tonight |
| know | just | through | wrote |
| could | doctor | they | enough |
| seems | whether | half | truly |
| Tuesday | believe | break | straight |
| wear | knew | buy | sugar |

c. Phonics Used as the Basis for Grouping.

Spelling is largely a phonetic process. This is particularly true in the earliest work of the child. The Mastery of Words makes much use of phonetics as the basis for grouping words in the early grades. The study of phonics aids the teaching of spelling by giving a knowledge of the sound value of letters; by developing clear articulation and accurate enunciation and by calling attention to the common elements of words. However, other means of association are liberally used in the text for grouping words, and should be used in teaching.

III. How Spelling is Learned

A. THE PSYCHOLOGICAL BASIS.

It is essential that every teacher should know the psychological principles involved in teaching spelling.

All word forms pass into the mind by the eye or ear route. They form pictures or images in the mind and are thus retained. There are also motor images of the word. Words are spoken and written, as well as seen and heard. When spoken and written, words form distinct impressions on the mind which we call mental images. These muscular movements of writing and speaking form the basis for motor images of words. In oral spelling the muscles of the throat are at work, and in written spelling the muscles of the hand are at work. Motor imagery helps in forming clearer visual and auditory images, just in the same way that expression strengthens impression. It is through motor images that spelling is finally made automatic.

Individuals differ as to types of imagery used; in general, the eye impression is stronger than ear impression, and the oral spelling and the writing of the word is preferable to either eye or ear alone. Therefore, the teacher in planning the teaching of new words should see that every type of imagery is cared for.

B. FACTORS INVOLVED IN LEARNING TO SPELL. HABIT FORMATION.

An important law of habit formation has been stated thus: "Focalization of consciousness upon the process to be automatized, plus attentive repetition of the process, permitting no exceptions until automatism results," or, in other words, the attention of the learner must be focussed on the thing to be learned, repetition must be attentive, and no exception should be permitted until correct spelling becomes a habit.

Applying this principle to the teaching of spelling, we will suppose that we have a difficult word to teach. This may be made to stand out from the others by writing it alone, by picking out the familiar, unfamiliar, and difficult parts of the word, and by emphasizing the unfamiliar and difficult part, and by associating it with other similar words, and by the use of other devices. This is what is meant by "focalization of consciousness upon the process to be automatized." As the class or pupil is called upon to repeat attentively the correct form, the second part of the law is fulfilled. Attentive repetition means that the pupil must spell the word carefully, making sure that all the letters are visualized, spoken or written in the correct order. There should be enough repetition to fix the correct spelling. After the word has been learned the teacher should make sure that it is reviewed at intervals. The length of the period between reviews may be made longer and longer until finally the word is considered learned.

IV. Suggestions for Teaching Spelling**A. PRESENTATION OF WORDS IN A SPELLING LESSON.**

A plan for presenting the words in a spelling lesson would be about as follows:

1. The whole word is written on the board and attention is called to it.
2. Word is pronounced by the teacher and the children.
3. Word is used in a sentence or defined.
4. Teacher writes the word on the board in syllables.
5. Children pronounce the word by syllables, visualizing the letters of each syllable.
6. Attention is called to familiar, unfamiliar, or difficult parts of the word.
7. Children are asked to close their eyes and visualize the word.
8. Word is spelled orally several times by the class in concert or by individuals.
9. Finally the word is written several times.
10. Each word in the lesson may be studied in about the same way.
11. The words in the entire lesson may be reviewed.
12. The words should be reviewed the following day, and at intervals thereafter.

B. NUMBER OF WORDS TO BE TAUGHT IN A LESSON.

From investigation we find that a writing vocabulary of four or five thousand words will be adequate for the average child. The thorough teaching of about three thousand five hundred carefully selected words then is about all that is to be expected from the elementary school, if in addition, the child is taught how and when to use the dictionary.

Most authorities agree on about three new words per day as the best number for primary children, and about six new words for grammar grade children. These are type words and likely would not include those listed having common phonetic elements, which are readily learned when the type word is known. It is better to teach thoroughly a limited number of words than to have a longer lesson which is not perfectly learned by a majority of the class.

C. THE LENGTH OF THE LESSON PERIOD.

It is generally agreed, now, that about fifteen minutes per day should be used for the spelling lesson, and this should include both study and recitation, with the major portion of the time spent in learning the words. While fifteen minutes may seem a short time, it has been found that schools which devote a longer time to the subject do not secure results which justify the expenditure of the extra time. The amount of time spent in teaching spelling is not so important as the way in which the time is spent.

D. PRELIMINARY TESTING.

Preliminary testing is now being advocated by those who have given special study to the teaching of spelling. The purpose in testing before teaching is to economize the time of the student, and to enable the teacher to care for the individual needs of the pupils.

This is given before instruction is begun, to find out what words children already know, what words are difficult, how time should be distributed among the words of the lesson, and what the particular spelling difficulties of the words are.

Several days lessons are included in one test. The test should be given some time before the actual teaching of these words, in order to give time for the impression of words incorrectly spelled to die out. It might be well to include in the preliminary test new words for a week preceding the week in which the words are to be taught. Good reasons can be given for increasing the interval between the test and the actual presentation of the words. This interval might be several weeks instead of one week.

E. FREQUENT AND SYSTEMATIC REVIEWS.

Means should be provided for drilling on new words soon after they have been taught. The reason for this is, that experimentation has shown that a person forgets more rapidly soon after a thing has been learned than he does later on, hence the necessity for review soon after the words are learned. There should be other drills at intervals increasing in length until it is reasonably certain that the word has been learned. The real test as to whether a child can spell is that he is able to spell correctly in written discourse when his mind is centered on the thought of what he is writing.

F. COMMON TYPES OF ERRORS.

Teachers should make a study of the types of errors commonly made by pupils. It will be found that a large number of the errors are due to the following causes:

1. The omission of letters—hoase for hoarse.
2. The confusion of n and m.
3. The transposition of letters—aminal for animal.
4. Placing the word in the wrong phonetic class.
5. Silent letter—achievment for achievement.
6. Doubling and non-doubling of letters—paralell for parallel; refered for referred.
7. Incorrect pronunciation—goverment for government.
8. Obscure vowels—benifit for benefit—fatel for fatal.

G. THE USE OF THE DICTIONARY.

Training in the use of the dictionary should be made a part of the work in spelling.

The first exercise in Book I of the text gives the alphabet in consecutive order. The exercises in the text-book begun in grade four, which require the pupil to find words rapidly in alphabetic order, give training which will carry over into dictionary work. The following guides teach the location of the letters in the dictionary:

- (a) *M* in the middle of book.
- (b) *D* half-way between *M* and title page.
- (c) *S* half-way between *M* and end.
- (d) *A* very short distance from title page.
- (e) *Z* about twice as far from end as *A* is from beginning, in school dictionaries.

Practice work should be given in opening the dictionary at each place, as explained above.

Suzallo in "The Teaching of Spelling," pp. 93 and 94, gives the following steps in teaching the use of the dictionary:

"First, the alphabet is reviewed, to see if it is well within the child's habitual command. Then the child is sent to the dictionary to find simple words the spelling of which he knows. At first these words have different initials to establish the simple principle of alphabetic order. Later, words beginning with the same initials are assigned, to show that the initial letter alone does not determine the place of a word in an alphabetical list. And, last, words, the spellings of which are doubtful to the child, are given; and the child is taught to scan the pages till he finds them."

Children in the higher elementary grades should form the habit of using the dictionary for correct spelling of words, for correct pronunciation, and for correct meaning of words.

Attention is called to pages 4 to 8 in the Appendix of the text for tables which teach the use of the diacritical marks.

H. "SPELLING CONSCIENCE."

If we are to secure permanent improvement in spelling we must seek to develop in each child a spelling consciousness, that is, he must *know*

when a word is spelled right and when wrong, and he must have developed a spelling conscience which will not permit him to pass by a misspelled word.

Good habits of spelling are established by developing in the pupil a feeling of satisfaction in seeing a word correctly spelled, and by a feeling of annoyance in seeing a word incorrectly spelled.

When in doubt about the spelling of a word children should be taught to use the dictionary, or to consult the teacher. If children have strong, vivid impressions of correct spelling, and form the habit of looking up words when in doubt, errors will be reduced to a minimum.

A high standard of accuracy in spelling should be maintained in all subjects. There can be no habit of correct spelling in English if the student spells incorrectly in his written work in history and geography, and other subjects.

I. DEVICES FOR TEACHING SPELLING—INTEREST AND MOTIVATION.

For seat work suggestions and for variety in drill exercises, attention is directed to pages 133-136 in Book I, and to pages 11-13 in the Appendix of the text.

Chapter VI, entitled "Devices for Teaching Spelling," in Pryor and Pittman's "A Guide to the Teaching of Spelling," contains many suggestions that motivate the drill exercises, and put life and interest into the spelling class.

As an illustration of the kind of appeal made to the play instinct which will be found in the most of the suggestive exercises in this chapter, the following game of "Guess What" is taken from the chapter and here given:

"The lesson consists of six words: *kitchen, sugar, kettle, stove, fire, candy*. Sue is selected as the leader. Sue stands and says: 'Jane, I am thinking of a word.' Jane rises and says: 'Is it k-e-t-t-l-e, kettle?' Sue replies: 'It is not k-e-t-t-l-e, kettle.' John rises and says: 'Is it c-a-n-d-y, candy?' Sue says: 'Yes, it is c-a-n-d-y, candy.' Then John becomes the leader. Thus the words may be gone over a number of times until they are learned."

This calls for clear visualization and interested and attentive repetition.

Other spelling games described in this chapter are, "Fishing," "Puss Wants a Corner," "Mushpot," "Making the Snowball," "Seeing the World," etc. Different types of the Spelling Match are described. These devices help to keep up interest in spelling, and to vary the monotony of the class exercise.

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SPELLING OUTLINE BY GRADES**Based on the Mastery of Words***

NOTE.—The work for each grade is based on an eight months school term.

GRADE ONE**BOOK FOR THE PUPIL: THE MASTERY OF WORDS, BOOK I**

Pages 1-13.

Read carefully the Preface, especially pages 5 and 6, also the Appendix. The teacher will find many very valuable and most helpful suggestions in these places.

The first grade must teach children to read. Children are introduced for the first time to the printed word. To distinguish one word from another, they must carefully observe word forms. In reading, the children connect the sound and the form of the word. This is also the first step in spelling. Learning to read, is therefore a foundation for learning to spell. On this account definite lessons in spelling, using the text, should be postponed until about the middle of the first school year.

Many words in a child's vocabulary are spelled as they are sounded. It is, therefore, important to make the child thoroughly familiar at the very beginning with the sounds of the letters. The value of drill in phonetics is inestimable, as it will give power to spell hundreds of words by ear without the necessity of intensive study.

Pages 1 to 4 give the letters of the alphabet, with the type words and the pictures representing these type words. Only the short sounds of the vowels are given. The reason for this is that the great majority of the commonest words in English writing are short vowel words. Only about 10 per cent are long vowel words. The short vowel words—those that are spelled as they are sounded—are most easily acquired, if pupils are taught to have an automatic association between sound and letter. Therefore, have the pupils learn (master) the sounds and names of all the letters and the type words for these letters. Be sure that all pupils can give each sound correctly. Teach them to say "a" (give the short sound of the letter) is the first sound of "apple," "b" (give the sound of b) is the first sound of "ball," etc. In this way fix both the initial sound and the type word firmly in mind. Review them frequently. Teaching the pupils the correct sounds will help them wonderfully in the mastery of words for reading as well as spelling. When the pupil can hear and distinguish (tell) all the sounds in a word that is spelled as it is sounded, he can spell that word.

It is absolutely necessary that the teacher herself know and can give all the sounds correctly. The following are very often given incorrectly by teachers: *b, d, g, l, o, w*. For help in giving the correct sounds consult the dictionary.

Good reading, correct spelling, clear articulation and enunciation are all dependent on an accurate knowledge of the sounds of the letters. Continual drill on these will be of tremendous value in the years to come.

After the sounds have been mastered, the next step is to blend the sounds, that is, sounding two or more letters to make a phonogram, syllable or word, as $a+n=an$, $t+a+n=tan$, etc.

*Prepared by the author, Sarah Louise Arnold.

This blend work can be done as soon as a number of sounds, including one of the vowels, has been taught. Lead the pupils to blend the sounds for themselves. It will develop power and confidence, and give them the courage to attempt to pronounce new words made up of familiar sounds, without help from the teacher. It is this power which the child prizes and which enables him to become independent.

Pages 5 to 10 give the pictures of the type words and easy words made up of the sounds which have been taught.

Pronounce each word so slowly that each sound can be distinctly heard. Have the children name the letters in the word from your slow sounding of the word. Do not, however, take this step too rapidly, for during the first weeks in school the child's attention should be concentrated on these elementary sounds, which should be so thoroughly fixed that whenever he sees the letter the sound immediately comes to mind, and, after a time, when the teacher gives the sound, the letter should immediately suggest itself. This, as you can readily see, lays a solid foundation for the spelling of phonetic words.

During the term emphasize each individual sound. In this way the ear will become so well trained that the child will make instantaneous association between letter and sound, and later, between sound and letter.

As the letters are learned the children are prepared to name the letters in order in the short-vowel monosyllables containing these letters. This is oral spelling. It should take place at first when the word is written upon the board, and all the children in the class recognize and name the letters of the word in order.

The next step, a bit more difficult, is to name in order the letters of these words on the printed page, the children working with the teacher, with open books, as previously they had worked at the blackboard.

The third step is the attempt to name the letters in order from the remembered picture of the word, the book being closed.

If these steps are taken separately and consciously, spelling will be much less difficult than if the first two are omitted. Learning to spell in class with the teacher is very different from learning to spell alone with one's self. The feat of keeping the word in mind so that the letters can be named in order, without the book, is a remarkable achievement for the children, and should be praised.

Some of the pictures tell a story. Have the children tell what the pictures say, and in this way start them in oral English, thereby helping them to remember the type words. These pictures can be used to great advantage by the skillful teacher, helping her to make spelling an interesting and enjoyable study. Have the pupils tell all the things they see in the pictures, or all they know about what the picture represents. Remember that the illustrations picture the type words of the sounds of our language and the association which the picture suggests will often times recall the type word and sound, where it might otherwise be forgotten.

Words like "*have*," "*do*," and "*you*" must be taught as sight words. Sound helps little in these words. These words illustrate the "runaways"—words which are spelled differently than they are sounded. In consequence they need much attention as the "runaways" constitute the greatest "stumbling blocks" in spelling.

Have the pupils pronounce distinctly, sound clearly and spell all the words on page 12. Give special attention to the few "runaway" words.

Phonograms can be used in many interesting ways to build up words. Take the phonogram "at." Write it on the board. See what child can make it say "hat"; now make it say "mat." How can you make it say "fat"? What sound must you put with "at" to make it say "cat"? What is the name of this letter? What will it be if you put "r" (give the sound) before "at"? What will it be if you put "s" (give the sound) before it? How can you change "sat" to "set"? Change this to "sell"; now change it to "bell," etc. This indicates a few of the limitless possibilities in having the child change words, applying his knowledge of sounds, and having him insert the right letter when you sound it. By changing the initial or final consonant or the vowel, you are getting him to unconsciously tell you how to spell a very large vocabulary of simple ordinary words. The possibilities in this work are tremendous, and new devices will continually suggest themselves, and will create enthusiasm and interest in this word study, which will make this period a delight and joy. In this work be very particular about the enunciation and pronunciation of all the sounds. Slovenly and indistinct pronunciation leads to poor spelling. Now is the time to fix the habit of clear distinct pronunciation, when children are beginning to read and spell.

On page 13 are six sounds, each represented by two letters. Drill thoroughly on these sounds and their type words. Be sure that each pupil sounds the "ng" correctly.

The foundation of spelling has been laid when letters are recognized as standing for sounds, and when the pupil realizes that a written word is made up of letters and the spoken word of sounds and that these sounds are indicated in writing by these letters.

Pages 1 to 13 give material which lays a solid foundation in spelling and in reading. All succeeding grades will do well to review this work.

GRADE TWO

BOOK FOR THE PUPIL: THE MASTERY OF WORDS, BOOK I

Pages 14-24.

Read the Preface, especially pages 5-8, and the Appendix, especially pages 11-15. Make use of all suggestions fitted for grade two. Read the outline for grade one, so that you know what has gone before.

Review pages 1 to 13.

Page 14 begins the study of these long-vowel words. The principle illustrated here is that the silent "e" at the end of a word makes the preceding vowel long, or makes it tell its name. Two points are to be emphasized:

First—The "e" at the end of the word is silent. That is the catch in spelling; that is the part of the word the pupils must see and remember.

Second—The silent "e" makes the preceding vowel long, or makes it tell its name.

As the phonic drill up to this time has been only on the short vowels, it will be necessary now to emphasize the difference between the short and the long sounds.

The work with the "fairy e" can be made most interesting and very instructive. Have some child go to the board to be the fairy. Tell her to write "at"; change it to "ate." Why did you add the "e"? To make the "a" tell its name. Can you make "ate" say "hate"? How can you make "hate" say "hat"? Now change it to "fat." What will it be if you put the "fairy e" on? "Fate." What does the "e" say? Nothing. Then why is it put on? To make the "a" tell its name. Can you make "fate" say "rate"? Change it to "rat." Good. See if you can change "rat" to "mate." Fine. You're a splendid fairy.

The other pupils will watch this work at the board with intense interest. The pupil at the board is learning through the *ear*, the *eye* and the *motor sense*. This will fix the "fairy e" firmly in mind.

It is well to test the class, and to train their ears in the following manner: I want to see what good ears you have. Let me see who can tell by hearing which is the "fairy e" word: shad—shade; mad—made; glade—glad; mate—mat; pan—pane; shin—shine; spin—spine; pine—pin; note—not; same—Sam; Pete—pet; tub—tube; not—note; cube—cub; ripe—rip; hop—hope, etc. After each pair of words say, "what do you hear in (here give the word with 'fairy e')." You hear the "a," the "e," the "i," the "o," or the "u" tell its name. What makes the a—e—i—o or u tell its name? The "fairy e." That's right. What does the "fairy e" say? It says nothing. Good. Remember the "fairy e" always keeps its mouth shut tight, but makes the little vowel—the little worker—speak right up and tell his name.

Ask the class "Who is a good speller?" Select one of the numerous volunteers. All right, I'll choose you. Rise, please. Spell "it." Now, spell "ite." Spell "vite"—"invite." Good. Why do you put an "e" at the end? To make the "i" tell its name. That's right. Who is another good speller. I'll choose you. Stand, please. Spell "po lite" (pronounce slowly and enunciate very distinctly). Now spell "impolite." You see when you know sounds you can spell big words just as easily as little words. Why did you put the "e" in "polite"? To make the "i" tell its name. Good for you, my boy. You can do a lot of things when you know sounds.

Words like "promote," "inside," "provoke," "suppose," "outside," "excuse," "excitement," etc., can be treated in the same way.

The only instances in the English language where a single vowel is long without the help of final silent "e" are when it stands alone, as "I" and "O"; when it comes at the end of a short word, as in "me" and "go"; when it stands at the end of a syllable, as in "po-lite"; and in a few exceptional families, as "ind," "old," "ild" and "igh." But in the great majority of cases the vowel gives its long sound because the final silent "e" makes it do so. When this simple principle is understood by the child he has a reasoning basis which does away with the necessity of diacritical marks, and the crossing out of silent letters.

Page 16 gives the two sounds of "oo," short (*book*) and long (*spoon*). Use the pictures on page 16 to teach the two sounds of "oo" and the sound of "ay," in which the "y" is silent, but makes the "a" long, or tell its name. The type word for this is "hay."

Page 17—"oi" and "oy" have the same sound. Teach the type words "oil" and "boy."

In teaching the sound of "*wh*" show that the sound is really "*hw*" and is produced entirely with the breath. The lips are rounded as for the "*oo*" sound and the breath is blown through them.

Page 19 illustrates a second way vowels are made long. In *ai* (*rain*), *ay* (*hay*), *oa* (*goat*), *ee* (*tree*) and *ea* (*eat*), the second vowel is silent but makes the first vowel long, or tell its name. The catch in spelling is the second vowel, because that cannot be heard, and must, therefore, be seen. For spelling emphasis must, therefore, be laid on the second vowel and pupils must be made to see and remember that silent vowel.

The teaching of this second principle of long vowels—that when two vowels "take hold of hands," or "stand together," the first one is long and does all the talking and the second is silent—will make the separate teaching of the following long vowel phonograms conforming to this principle entirely unnecessary: *Aid*, *ail*, *ain*, *ain't*, *ait*, *ay*, *ee*, *eed*, *eef*, *EEK*, *eel*, *eem*, *een*, *eep*, *eer*, *eese*, *eet*, *eeze*, *each*, *ead*, *eaf*, *eak*, *eal*, *eam*, *ean*, *eap*, *ear*, *eat*, *ie*, *oe*, *oa*, *oach*, *oad*, *oaf*, *oak*, *oal*, *oam*, *oan*, *oar*, *oast*, *oat*, *ue*.

Ask the children what they must see and remember in "*rain*" and "*hay*," etc., to be sure of the spelling. Ask what sounds they can hear in these words, ask them what the "*i*" and the "*y*" do. Many words in everyday use conform to this principle of the long vowels.

Have the class give the names of good things to eat and drink in which two vowels take hold of hands. There is *tea*, *coffee*, *cocoa*, a *bowl* of *oatmeal*, *cream* of *wheat*, *toast*, *beef*, *veal*, *raisin* or *peach pie*, *cream*, *green peas*, *meat loaf*. In each case ask which of the vowels that take hold of hands does the talking and which is silent or says nothing. These words are merely suggestive of what can be done. The progressive teacher will find many ways of teaching this principle.

Another method of fixing this principle is as follows: Write on the board such words as "*rain-coat*," "*maintain*," "*sea-breeze*," "*railroad*," "*yellow-beans*," "*green peas*," "*seem*," "*sea-foam*," "*peach tree*," "*rain-bow*," "*May-day*," "*show window*," "*toe nail*," "*sweet potatoes*," etc. Put one word on the board at a time, or write a sentence on the board containing such words. Then have a pupil go to the board and draw a short line under the silent vowels, the letters that must be seen and remembered, the catches in spelling, as "*I own a fine raincoat*."

A few minutes of this board work will interest the children, and will do much to fix the silent vowels.

The final silent "*e*" and two vowels standing together are serious "stumbling blocks" in spelling, unless they are mastered according to the two principles here presented.

On page 20 are a number of common unphonetic words. These should receive intensive study. Teach them so that the pupils will get the correct impression of them at the beginning.

Page 21 is a very important page. Have the pupils study the picture of the four dogs, all giving the same sound. Show that we have four ways of writing that sound—*er* (*her*), *ir* (*bird*), or (*work*), *ur* (*curl*), and the only way we can be sure which vowel combines with "*r*" to give that sound is by seeing it. Note that *ar* (*car*) has its own sound. It will pay to spend con-

siderable time on this page. Have the pupils give words containing these combinations, praising those that spell with the proper vowel. Here you have a catch in spelling that the pupils must master.

Page 22 stresses the phonogram "ight," which should be taught intensively. Call attention to the fact that the "gh" is silent. Drill thoroughly on all the "ight" words on this page.

Page 23 has a number of common unphonetic words. These should receive special attention. Be sure to teach them most carefully before assigning them for study. In the words "says," and "said," "ay" and "ai" = short e. The words—*there, their* and *which*, are three words very often spelled incorrectly. Have the pupils pronounce and spell and use these words in sentences until they have mastered them. Do the same with the other unphonetic words on this page, as they are words which the pupils will frequently use.

In the Appendix, pages 20 to 27, is the Measuring Scale for Ability in Spelling and the 1,000 Commonest Words in English Writing. Test your class frequently on the words from A-L.

GRADE THREE

BOOK FOR THE PUPIL: THE MASTERY OF WORDS, BOOK I

Pages 25-50.

Read the Preface, especially page 7, and the Appendix, pages 11-15. Use all suggestions you find helpful for your grade.

Make frequent use of the Measuring Scale for Ability in Spelling, on pages 20 to 27 of the Appendix.

Read the outline of the work for grades one and two and review with the class the work of these grades. Then take up the work, beginning on page 25. Page 26 teaches "y" as a vowel. Note at the bottom of the page where "y" changes to "ie." Pages 27 and 28 call particular attention to the silent "e," which makes the preceding vowel long. On page 29 are words in which "s" sounds like "z," "c" like "k," "c" like "s," "g" like "j." The words containing these difficulties should be mastered, as they contain very common stumbling blocks in spelling.

Page 30—Here words containing the sound of "x" (ks) are given. In some cases the sound is represented by "x" and again by "cks." The sound of "k" is also given in words spelled with "ck."

At the bottom of this page are eight words in "black letters." These are difficult words. You will find other "runaway" words on following pages in black type. Take up but one, or two, of these a day. "War" and "warm," for instance, can easily be taught the same day. Teach these "black letter" words very carefully, pointing out the spelling difficulty before assigning them for study.

Pages 31 to 35 give further drill on vowel sounds. Many of the words in these groups rhyme or sound alike, and the vowels are the same. The grouping of these words in families is a great help in fixing the spelling by association. Each of these words should be pronounced with clear, distinct enunciation, especially the initial and final letters. After sounding, the words should be spelled and finally used in sentences to show that the meaning is clearly understood. These suggestions can be applied to all lessons.

The "qu" and "squ" words on page 36 should be drilled upon for the correct blending of sounds. When the pupil can blend correctly all the sounds in these words he will have little difficulty with the spelling.

Page 37 gives words in which the final consonant is doubled and words in which it is not doubled before adding an ending. Have the pupils work out the rule for this doubling, or not doubling, of the final consonant.

The "black letter" words at the bottom of page 38 in which *gh=f* are very important. Sound helps little in mastering these. Analyze them with the class as an aid in fixing the spelling.

Pages 39 to 41 contain many words of two syllables. Drill on these words especially for correct pronunciation, syllabication and accent.

"Push" and "pull" on page 41 are the type words for the sound of "u" equal to "oo." This presents another spelling difficulty.

Drill thoroughly on the clear-cut pronunciation of the words on page 42.

The pronunciation of the words on page 43 containing *intermediate* "a" should receive most careful attention. This sound of "a" is seldom taught correctly. It is half-way between the short "a" in "an" and the broad "a" in "ah." Practice this sound until you have mastered it. Note the words that have it. See that it is pronounced neither too broad nor too thin or flat.

Go over page 44 very slowly. These silent letters present one of the greatest difficulties in spelling. Have the class become so thoroughly familiar with these words that they will never omit the silent letters.

Page 45 takes up the sound of—*a* (wall), *aw* (caw) and *au* (August). The sound of the "o" in "corn" and similar words is equivalent to the "a" sound in "wall." You have, therefore, on this page—*a* (wall)=*aw* (caw)=*au* (August)=*o* (corn), four signs for the same sound. Consequently, these words must be greatly stressed. Use the words again and again in oral and written sentences.

Page 47 gives words containing the *obscure sound* of "a," which sounds very much like short "u." This indistinct sound of "a" is one of the greatest stumbling blocks in spelling.

Drill on the three sounds of the vowels given on page 50, until all pupils can speak each word so clearly that each sound can be distinctly heard. This training in clear speaking will help the reading as well as the spelling.

Important—Have each pupil keep in a special note-book a list of all words he misspells. These words should be frequently reviewed.

GRADE FOUR

BOOK FOR THE PUPIL: THE MASTERY OF WORDS, BOOK I

Pages 51-90.

Become familiar with the spelling work of the preceding grades, as given in the Course of Study.

Study the Preface and the Appendix, making use of the suggestions on pages 11-15, and 28.

Use the Measuring Scale for Ability in Spelling, Appendix, pages 20-27, at least once a month.

Have the pupils memorize the three things on page 51 that are aids in spelling. See that they apply them throughout the year.

Discuss with the class page 52 on "How to Study Your Lesson." Remember that learning to study is even more important than learning to recite.

Each page represents a week's work. The divisions 1, 2, 3, and 4, are for the first four days. The fifth day is for the review of the entire page.

Most valuable material is found at the bottom of each page below the waved line. During the week make use of this material, fixing in the child's mind the key word, given in heavy black type, for each vowel and vowel combination sound. This drill work will help fix in mind the correct sounds, and the association of other words having that sound will broaden the correct speaking vocabulary, and aid greatly in developing a spelling sense through these lists of related words.

The first lesson on each page can be used for dictation, and sometimes for memorizing.

The words in "black letters" should receive special attention, as they are difficult words. See that each pupil spells the "black letter" words correctly the first time. As they are repeated later in the ordinary type it is of great importance that the first impression be the correct one. The "black letter" words are the greatest stumbling blocks in spelling. They are the "runaway" words. Drill on them thoroughly and review them often. Have spelling matches on these words and other words which the children misspell.

The first lesson on every other page for grades four and five gives sentences illustrating the meaning of homonyms. The homonyms are also in "black letters." These words are sounded alike but spelled differently. Therefore, the meaning as well as the spelling should be stressed.

The words in lessons two and four are usually in pairs or groups that are related in some way. In lesson four, on page 58, every word begins with "qu" and in lesson two, on page 63, the words contain the same sound. These two illustrations are sufficient to indicate how you can interest the class in the value of the grouping of the words in the various lessons. The groupings provide great possibilities for interesting the class in the likeness and difference in words, a very material assistance in fixing the spelling.

Note how the catches in spelling are brought to the attention of the child on pages 62, 68, 69, and 72. Before assigning words for study apply these suggestions to the daily spelling lesson. Have the child point out the part of the word he must see in order to be able to spell it correctly. This training will develop the power to appreciate where sound will help, and where the eye must assist the ear if the spelling of the word is to be mastered. If this habit is fixed now, it will give the pupil ability to see words in such a way that he will remember their form.

The third lesson on the page gives drills on pronouncing, sounding, spelling, using words in sentences and sometimes in rhyming words. The words in these lessons often contain some difficulty. They are frequently the "black letter" words of previous lessons.

At the end of the fourth grade the class should be familiar with the consonant, vowel and vowel combination sounds which are to be found in the ordinary spelling vocabulary. They have had continual drill on groups of related words containing these sounds. They should know the principal diacritical marks. The pronouncing drills on pages 131 and 132 are valuable aids in this work, and a help in improving the articulation and enunciation.

On page 89 training is given in finding words arranged in alphabetical order. It is important that this habit of finding words quickly in alphabetical lists should be acquired, as it is a valuable training for the proper handling of the dictionary.

In grades one, two, and three words are often divided to show the syllabication. Ability in this work can only be acquired by practice. Have each pupil do his own syllabication. The principle of learning to "do by doing" emphatically applies here. Individual power will develop rapidly if this responsibility is placed on the child. The suggestions on syllabication and accent on page 90 will be of material assistance in this work.

Every ninth week or ninth page is devoted to a review and drill of the previous eight weeks' work. See pages 61, 70, 79, and 88.

On pages 133-136 are typical exercises for review and drill, which suggest many ways and means of making spelling live and interesting. Apply the suggestions which appeal, whenever possible.

Important—Have each pupil keep in a special note-book a list of all words he misspells. These words should be frequently reviewed.

GRADE FIVE

BOOK FOR THE PUPIL: THE MASTERY OF WORDS, BOOK I

Pages 91-130.

Become familiar with the work outlined for grades one, two, three, and four. This will be of material assistance in handling the fifth grade work. The Preface and Appendix will give added help.

Use the Measuring Scale for Ability in Spelling, Appendix, pages 20-27, at least once a month.

A page represents a week's work. Use the first lesson on every other page for dictation and occasionally for memorizing. The first lesson on every alternating page is on homonyms. Not only the spelling of these homonyms must be learned, but their meaning. See that pupils frame their own sentences, to test their knowledge of these words.

The "black letter" words should receive special attention, as they are the difficult words most frequently misspelled. Call the pupils' attention to the catch in spelling in these words.

The groupings of words having the same spelling difficulties will aid greatly in fixing the spelling. Call attention to these groupings in the lessons, and also below the wavy line. Test the class to see how many words having the same catch in spelling they can recall.

The phonetic work at the bottom of every other page should be drilled on with great care. Here all the sounds of the vowels and vowel combinations are given, with type words, together with similar words to illustrate these sounds. A study of these lists will teach the pupils to become thoroughly familiar with the various sounds of each vowel, and vowel combination, and to appreciate that a knowledge of these is essential for accurate spelling. The drill should be oral, to train the ear and the vocal organs.

At the bottom of the alternating pages are exercises for drill in clear speaking. Slovenly pronunciation leads to poor spelling. The importance of these drills is, therefore, easily understood. This work should be done orally. Insist on the clear, distinct pronunciation of every sound. It is

hardly necessary to say that these exercises should be read slowly at first. Work gradually for more rapid reading of them, but never too fast for clear and distinct sounding of all the letters. These drills in clear speaking will be a great benefit to the pupils. The habit of clear enunciation and good pronunciation should be acquired early in life.

Every ninth week is for rapid review and drill on the work of the preceding eight weeks. These reviews and drills are on pages 99, 108, 117, and 126.

Pages 133-136 contain typical exercises. The teacher will find very helpful suggestions on these pages to make the lessons live and interesting.

Throughout this year give drill on syllabication and accent, making use of the suggestions on page 90, and applying the same to the words in the various lessons for grade five. The child must learn to do this work for himself. Keep in mind that syllabication and accent need drill and practice just as much as spelling.

Vary the work as much as possible. Nothing kills like deadly monotony.

Use the Drill Tables on pages 131 and 132 frequently. These pages and the phonetic drills below the waved lines will help fix the correct pronunciation of English words. In addition they give a dictionary key combined with the diacritical marks, which one should know in order to handle the dictionary intelligently.

Important—Have each pupil keep in a special note-book a list of all words he misspells. These words should be frequently reviewed.

GRADE SIX

BOOK FOR THE PUPIL: THE MASTERY OF WORDS, BOOK II Pages 1-41.

It is essential that the teacher of the sixth grade should know what the pupils have acquired in grades one to five. In the Preface the author gives a summary of the work required in these grades. This the teacher should read.

Study this outline for grades one to five. Many of the points emphasized for grades four and five apply to grade six, and the principles taught in grades one, two, and three apply to spelling in every grade.

Read the Preface and the Appendix. You will find there many things that will help in the teaching of spelling.

Use the Measuring Scale for Ability in Spelling, in the Appendix, pages 20-27, at least once a month.

Read and discuss with the class page 1; also page 2 on the "Stumbling blocks" in spelling.

The work for the sixth grade is arranged as is that for fourth and fifth. A page represents a week's work. The first lesson on every other page is for dictation. On the alternating pages the first lesson is on syllabication, accent, alphabetical arrangement of words, or some special feature in word study.

The second and fourth lessons contain four words in "black letters." These are difficult words that should receive intensive study. Call the attention of the pupils to the particular parts of these words which are the catches in spelling. Teach these "black letter" words very carefully before assigning them for study.

The third lessons, on pages 3-10 and 21-28, are largely on sounding, pronouncing, spelling and using words in sentences. This is the real test of a pupil's knowledge and understanding of a word. If he can apply all four to a word, he knows the word.

The third lessons, on pages 12-19, include the alphabetical arrangement of the words. This practice will be of material aid in quickly finding words in the dictionary, the telephone book or a directory.

Below the waved line at the bottom of the pages from 21 to 28 are exercises for drill in clear speaking. The teacher should be most exacting and particular in these exercises. Have the pupils sound initial and final consonants clearly and distinctly. Every letter that is not silent should be heard. Have the pupils try to outdo each other in this work.

Now and then exercises are given on syllabication and accent, such as are found on pages 35 and 36. Most of the words in the spelling book appear as the child sees them in print. Have the pupil syllabicate the words for himself. In that way he gains power which he would not otherwise have.

Important—Have each pupil keep in a special note-book a list of all words he misspells. These words should be frequently reviewed.

GRADE SEVEN

BOOK FOR THE PUPIL: THE MASTERY OF WORDS, BOOK II

Pages 42-77.

Read the Preface carefully, especially the second paragraph on page 3, and the plan of the course, on pages 5 to 8. Study the Appendix. It contains much valuable material which will be of help to the teacher and the pupils of the seventh grade. Read carefully this outline for the lower grades, so that you can build intelligently on the foundation laid.

In the Appendix, pages 20-27, is the Measuring Scale for Ability in Spelling with the 1000 Commonest Words in English Writing. Use it to test the class from time to time. The first lesson of each week is based on words taken from this list.

Each page is a week's work. There are four divisions, or lessons, above the waved line. Each division is a day's work. The entire page is to be reviewed on Friday. At the bottom of the page below the waved line are eight words in "black letters." These are difficult words for intensive study. Two are to be taught and studied each day from Monday to Thursday, and the eight words are to be reviewed on Friday. In teaching these "black letter" words, be sure to point out the catch in spelling which makes them difficult. See that the pupils see this catch when the word is first presented, so that their first impression may be correct. Have the pupils divide these words into syllables and pronounce them and use them in sentences until they have mastered them.

The first lesson of each week is a list taken from the 1000 Words Most Commonly Used in English Writing. It is important that these words be mastered above all others. Every pupil in the seventh grade should be able to spell all of these words and should know their meaning. Frequently the words are to be arranged alphabetically, a great aid in handling the dictionary.

The second lesson of each week is on phonetic work and takes up the sounds of the vowels with a list of words containing these sounds. Great care should be exercised in this phonetic work. See that the pupils give these sounds clearly and accurately. This will aid them in their reading and oral English as well as in their spelling.

The third lesson, on pages 42-47, gives groups of related words. Study these groups with care, as they frequently contain some catch in spelling. Call attention to the similarities and differences in these words. Lead the class to cultivate the habit of making their own comparisons. From pages 48 to 53 the words in lesson three are based largely on the phonetic work in lesson two and illustrate those sounds.

Lessons two, three and four, on page 62, and lesson three, on page 63, are on the obscure vowels. These are the chief stumbling blocks in spelling. Have the pupil *see* the obscure vowel. The word "separate" is misspelled more often than any other word, except "which," simply because the first "a" is obscure. Drill intensively upon these words.

The list of words in lesson four on each page is often related to the phonetic work of lesson two, the words generally containing the sound, or sounds taught for that week. Related words in this fourth lesson are usually grouped and should be learned by association. Lessons three and four are often a continuation of the principle taught in lesson two. This close association is also helpful in remembering the spelling of these words. Memory is greatly aided by association.

From the earliest grades the attention of the pupil has been directed to the part of the word where the catch in spelling is apt to lie. It is one thing to see the difficulty; it is quite another thing to explain it. On pages 57 and 60 are suggestive lessons calling upon the pupil to explain why words are "stumbling blocks" in spelling. If the pupil has acquired this power, he has been trained to make himself independent in the ability to enlarge his spelling vocabulary. Test to see how many of the class have acquired this power.

Important—Have each pupil keep in a special note-book a list of all words he misspells. These words should be frequently reviewed.

WRITING

PRIMARY GRADES

I. General Suggestions

The suggestions given here outline the underlying principles, the main objectives and methods of procedure to cover the work in writing in the first four grades. The work should be of increasing difficulty from the beginning through the fourth grade, where a standard in writing is reached.

The foundation in writing is laid in the first four grades and the fundamentals in position, form, movement and speed are strengthened in the grammar grades.

In order for a teacher of writing to be successful, she should study carefully the complete course in writing, as it is impossible to isolate the work of the different grades. It is important that the teacher be familiar with the course for the first four grades, and for the first grade especially, because here the work is presented which is the foundation for the work of later grades. The real working out of the course in writing is dependent upon the knowledge of the actual growing needs of the child and the development of the work in writing through the grades to meet these needs.

It is important to remember that the main essentials to good writing are legibility and ease in execution. Ease and fluency in writing are dependent upon correct posture and the application of arm movement.

It is also important to remember that, in teaching, ease of execution, which means muscular relaxation and correct writing position and movement, should come first. Speed comes next, and the final outcome, legibility, which is acquired by repeating exercises, letter forms and sentences from a copy which is standard should be the order.

1. USE OF BLACKBOARD.

To make a good beginning in writing and to insure progress, it is essential that all written work placed upon the blackboard should present correct ideals of form, arrangement and balance. It should be as nearly perfect as possible, according to the system in use. All hastily written work by the teacher and all imperfect work of pupils should be erased as quickly as possible. Children should be required to read only clear, legible script.

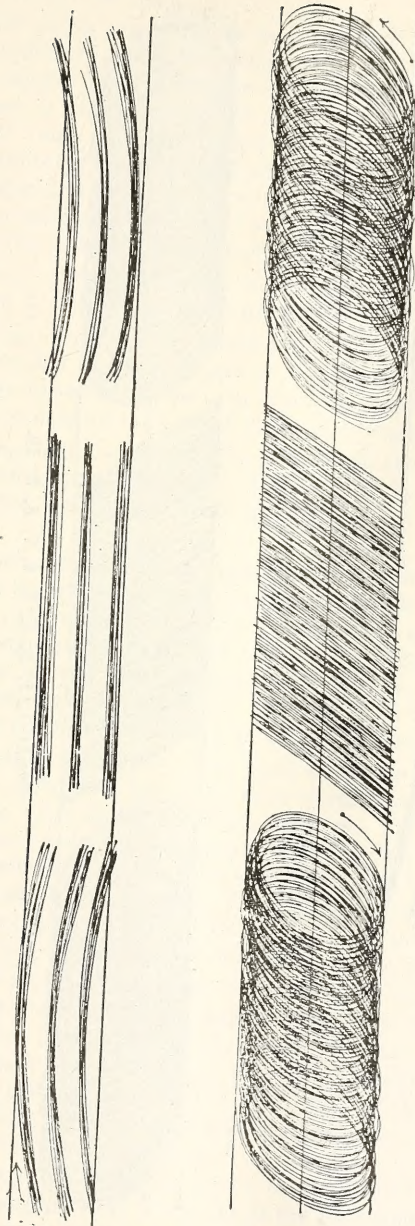
Place the alphabet, both capital and small letters, upon the blackboard as a guide and reference when needed by the class. However, in teaching a lesson, use the board as a medium for showing, and make the forms as the children watch you make them.

(a) *Blackboard Practice.*—The writing of the beginner should be large, and it should be done with the arm as a whole rather than with the fingers. To meet these two requirements of size and movement, blackboard writing is most successful and is the best form with which to begin.

(b) *Chalk.*—Any length except a whole piece—about one-half stick is best. The chalk should rest between the thumb and the four fingers, held so the fingers rest on top of chalk and the thumb underneath as a support. Turn chalk frequently in the fingers.

(c) *Position.*—Pupils should stand facing the board and nearly arm's length from the board.

(d) *Movement Exercises:*



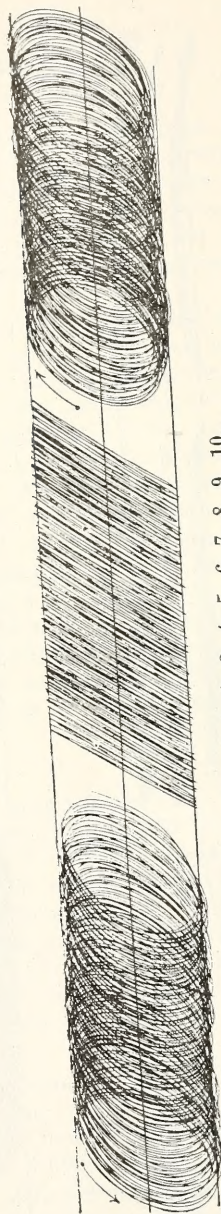
Sideward swing movement, direct and indirect ovals, and straight-line exercises of medium slant. The teacher should make her illustrative copy on the board large. Teacher and pupils should count as the movement exercises are conducted. The counting must have rhythm. The hand or arm must not touch the board. Blackboard work is most effective in giving freedom, in developing a sense of rhythm, in overcoming timidity, in correcting form, in gaining habits of muscular control, and in teaching neatness and order in arrangement. These are the fundamentals in foundation work for the future.

(e) Practice the sideward movements, the oval and push and pull movement to count as given below:

Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.



Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.



Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

2. POSITION AT THE DESK.

See that pupils are seated at desk the right height. In teaching position, always consider health and efficiency. An upright healthful position in writing usually leads to efficient work. All through the year pupils should be trained in the essentials of correct posture; such training is far more important than apparent immediate results. The aim in each lesson in which children do any writing should be the establishing of a good position habit. Hygienic position is secured only by constant watchfulness during writing periods and other study periods. Right kind of training for hygienic position will lead to a good quality of work.

(a) *Feet*.—Flat on the floor and separated a little. In the upper grades pupils find it comfortable sometimes to advance one foot.

(b) *Body*.—Square front position, body inclined slightly forward from the hips, allowing the space of one or two inches between it and the table or desk. The distance of the eyes from the paper should be twelve or more inches, according to the size of the pupil. Backs should be straight.

(c) *Arms*.—The arms must be well up on the desk, so that the muscle of the forearm rests on the desk. They should be placed about evenly on the desk, so that they almost form Λ . The elbows may or may not be on the desk.

(d) *Paper*.—As a rule the paper should be directly in front of the writer, but always placed where the hand can do the best writing. The paper should be tilted to the left until the lower edge makes an angle of about 30 degrees with the edge of the desk, and the writing should slope to the right from the vertical by the same amount. The forearm should form a right angle with the base-line of the letters. The left hand holds and adjusts the paper so that the right arm may keep in proper position.

(e) *Pencil or Penholder*.—The hand should be placed with the palm down so that the wrist does not slope more than forty-five degrees from the horizontal. The wrist should not touch the desk. The pencil or penholder should be held loosely between the thumb, forefinger, and second finger. Thumb is back of forefinger. Distance between forefinger and point of pen, one inch. The other end of pen points to the right shoulder. The hand should rest on the third and fourth fingers. The nails of the third and fourth finger glide freely over paper, making the same form as the pen.

When the children are taught the meaning of the directions to secure good position, the following counts may be given and the teacher should see that each direction is followed as the count is given. All directions should be given cheerfully: (1) Feet flat; (2) Back straight; (3) Head up; (4) Arms on desk; (5) Paper tipped; (6) Pen held lightly, and penholder pointing over shoulder. As the habit becomes fixed, at a given signal pupils should quickly assume correct posture.

Careful attention should be given to the needs of left-handed children in regard to position. Give attention to the back and eyes in judging position. It is best to train them to use the right hand, as experience proves that this can be done easily and with far better results than by training the left; however, the left-handed child should be allowed to use the left hand if he shows a strong preference for using it and finds it difficult to use the right hand.

3. MOVEMENT DRILLS.

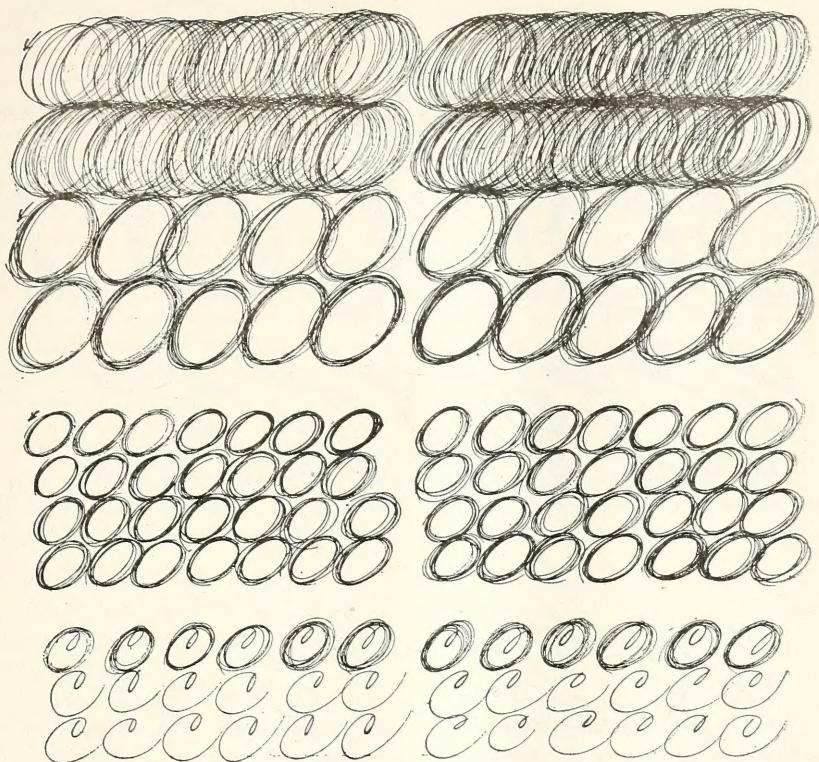
(a) *For Relaxation, Freedom, and Position.*—To relieve tenseness of muscles, relaxation exercises, such as the following, are necessary and may be given several times during each lesson until the habit of "resting" or relaxing is fixed. Class stand, raise arms overhead, relax fingers, relax wrists, elbows and shoulders. Repeat, arms raised even with shoulders, drop as if lifeless to side. Repeat, relax fingers and wrists with arms at sides. Counting from one to ten in the above exercises helps the work. Class, seated at desks, make a fist, placing the thumb over the first finger. The wrist and fingers do not touch paper or desk; the muscle of the forearm is the one point of contact. Practice the sideward swing movement, the push and pull movement, and direct and indirect ovals. With the hand opened out flat, the arm resting on the muscle of forearm, practice the same four movements. When the hand is in writing position, the thumb is bent at first joint and the end of thumb is against the first joint of the first finger, the third and fourth fingers glide freely on the paper. The upper part of the wrist is nearly flat. Practice the same four movements, as stated above. Practice the same four movements with the penholder in hand—no ink; pen touches the paper very lightly. Practice at the rate of 200 swings across the page and at the same rate for downward or circular motions a minute. Counting in good time is essential. In push and pull movement, pull toward center of body. In the sideward movement, swing the hand to the right, then to the left, making the over curve and then the straight line. This insures a free, continuous movement across the page.

(b) *Exercise with Pencil or Pens.*—Practice sideward movement, push and pull movement, direct compact or a spiral oval, indirect spiral oval, the direct retracing oval and the indirect retracing oval. Two space practice, then the one space. Practice m, u, l, j and o exercises—m and u, l and inverted l—first one space and, as freedom and control are gained, reduce in size till the m, n, u and o are reduced to half space.

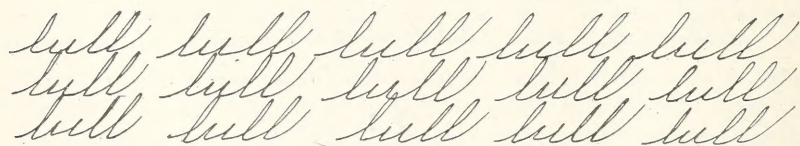
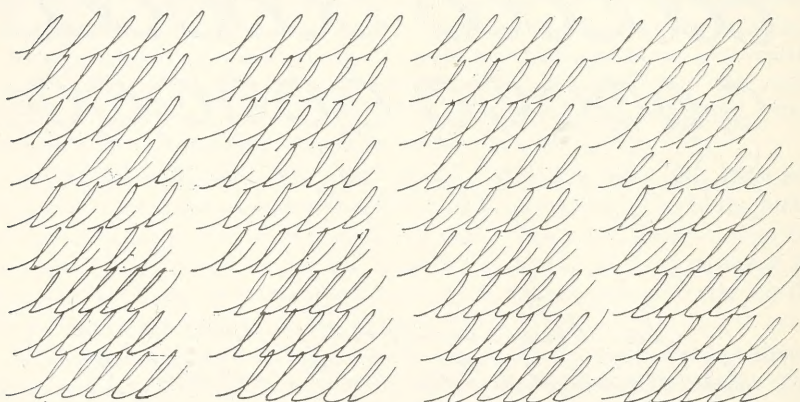
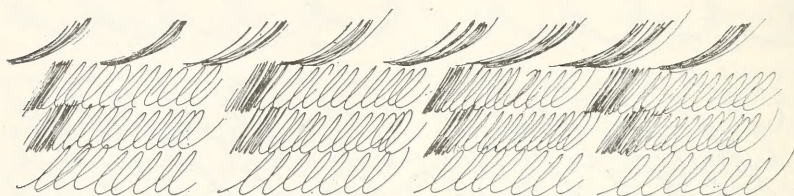
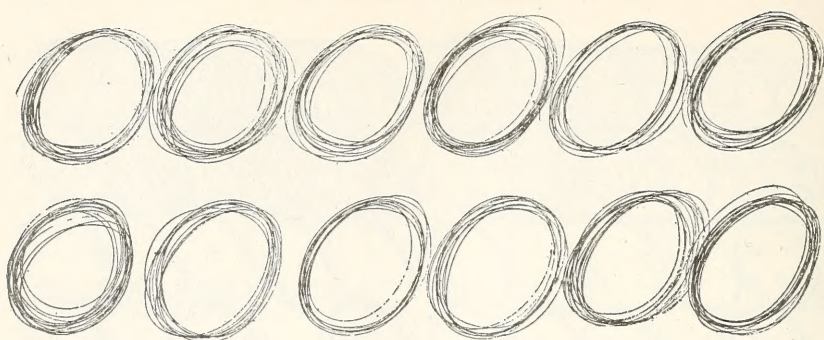
At the beginning and during the early stages, the writing movement should be divided into a series of units of movements, separated by brief stops. This is indicated by the counts given. The writing movement is not continuous and uniform in speed. The units should correspond to natural divisions in the form of the letters.

The downward strokes of the letters should be toward the body or nearly perpendicular to the edge of the desk. This produces a forward slant.

(c) *Form and Movement.*—Form and movement must be practiced together if legibility and freedom are both to be obtained. Some lessons would necessarily emphasize movements, others form.



In this lesson movement predominates, but leads to ease and freedom in the study of capital C.



Definite aim the loop *l* and its simplest combination in a letter — The first step in study of loop letters.

4. MOTIVATION OF HANDWRITING.

The work should be planned and directed as the needs of the child dictate, that is, as the child feels the need for the exercise to be given and a desire to accomplish something. There should be a felt need on the part of the child for learning to write the word suggested or to practice on letter form. This approach to the teaching of writing should be regarded carefully by the teacher. Create a situation in which the child in finding himself involved will turn every effort to mastery of whatever phase of writing is presented at the time. In the classroom work, there arises daily certain situations out of which the need for writing comes. There are materials and products of class work which need labeling, words in explanation of illustrations or drawings, title of booklets, cuttings or games to be played by a group. Writing letters or invitations and making records of interesting events or projects in school work, etc., are other suggestions for motivating the writing in school.

5. THE WRITING PERIOD ON DAILY PROGRAMS.

The writing period should not come immediately after recess or after the physical exercise period. If possible, place the writing period after the music lesson, for the reason that the pupils are then more thoroughly relaxed.

6. MATERIALS FOR ALL GRADES.

(Write to Zaner & Bloser Co., Columbus, Ohio, or to Palmer Method Writing Co., New York, for catalogue of materials for teaching purposes in the grades.)

It is essential that all materials be carefully selected, as good work cannot be done with poor tools. Good materials are necessary. The proper care of tools should be taught the pupils. Economy in the use of all materials, care in regard to the details, neatness and a pleasing, orderly arrangement of work should become habits with each individual member of the class.

(a) *Dustless Crayon* should be used in all blackboard work as a protection to the health of the pupils. An eraser which absorbs the dust should be used in cleaning the board.

(b) *Paper*.—Large sheets of rough, unruled paper, either in bulk from newspaper office or in tablets, are best to begin with. During the latter half of the first year or beginning of the second year—it depends on the progress of the class—use wide ruled paper.

When ink is used in the second half of the third year and beyond, the larger sheets of paper are preferred on account of the width, giving the pupils room for sufficient practice in progressive movements. Good paper should be furnished for use with pen.

(c) *Pencils and Pens*.—Wax crayons or good-sized pencils with soft lead will promote a freer movement than smaller tools and are best for the early writing exercises. For the third grade and the succeeding grades an ordinary sized pencil should be used, selecting one with soft lead for third grade work.

The pens should be large at first, with a smooth, round point. Later the pen selected should not be too fine, but should be smooth and flexible, so it

can be used with very little pressure. The penholder should be made of wood, cork or rubber, but never of metal. It should be about three-eighths of an inch in diameter at the bottom.

(d) *Handwriting Scales and Tests*.—One or more types of handwriting scales should be placed on wall or bulletin board within easy reach of the child.

Freeman's Chart for Diagnosing Faults or Errors in Handwriting (Houghton-Mifflin Co.) and Ayres Scale for Measuring the Handwriting of School Children (Russell Sage Foundation), are two invaluable helps in teaching handwriting. The Thorndike and Zaner scales may also be used to advantage.

The study and use of these scales by the teacher of handwriting will help to keep the work of each grade well balanced in the essentials, will help in adapting the work to the age of the child, and to standardize the work in regard to ease and fluency, form, speed, and movement in writing. The use of the writing scale keeps the pupil informed and interested in his progress.

The large posters showing correct position are helpful in establishing the habit of hygienic position in class. These may be secured from Zaner-Bloser Co. or Palmer Writing Company.

Tests should be used at regular intervals during the year, and at the beginning of each grade beyond the first. Use the best test in general use in handwriting at the time.

(e) *Score Cards*.—A score card of a hundred points should be kept for each student in order to rate his attainment in the different elements of good penmanship. Fifty of the hundred points should be made by the factors of legibility. Speed, neatness, quality of line, spacing, slant and alignment may be given ratings. When a score card is used, it is easy to find the exact reason when a child is not making improvement and the defect remedied by special treatment.

(f) *Tests*.—

- (1) Zaner Writing Method, Writing Books Nos. I to IV.
- (2) Palmer Method of Business Writing. Book I and Book II.
(For the fourth grade.)

(g) *Reference Material for the Teacher*.—

- (1) Complete set of texts for Grades 1 to 4 of the Zaner Writing Series.
- (2) Teacher's Manuals, Nos. 1, 2, 3 and 4.
- (3) Rural School Primary Manual. Comprising Books I and III.
(See page 1 of this Manual for valuable suggestions in the organization of the work in rural schools.)
- (4) Zaner Method Writing Manual No. 144.
(For use in fourth grade and upper grammar grades.)
- (5) Palmer Method of Business Writing. Books I and II.
(Book I is for primary grades. Book II for Grade Four and all grades above the fourth. It is both a text and a manual.)
- (6) The Teacher's Manual for Primary Grades.
Palmer Method of Business Writing.
- (7) The Teaching of Handwriting by Freeman—*Houghton-Mifflin Co.*
- (8) The Eighteenth Year Book of the National Society for the Study of Education—*Public School Publishing Co.*, Bloomington, Ill.

- (9) A Course in Handwriting by Freeman—Department of Education, University of Chicago, Chicago, Ill. Price 35c. (Every teacher should be supplied with this bulletin. It is the latest product from a recognized authority on the teaching of handwriting and is an invaluable aid to success.)
- (10) Types of Elementary Teaching and Learning—Parker (Chapter III), Ginn & Co., New York.

(h) *The Study of the Manuals.*—Whichever writing books and materials are used, one important essential is that the teacher should study carefully the manuals and materials selected for use by the class. It is highly important for the teacher to understand the principles of instruction laid down in the manual before she begins to teach the class. Each principle outlined in the Course of Study should be looked up in the manual and the details for mastery of these principles understood before attempting any sort of procedure in teaching the children to write. There is absolutely no need for failure in teaching handwriting if the teacher has the energy to master the details of instruction and use of materials as outlined in the manual, and no teacher should attempt to teach handwriting without a first-hand knowledge of work as outlined in the manual and the ability to demonstrate in actual daily practice the principles contained therein.

II. Outline Course by Grades

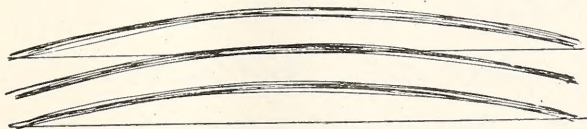
FIRST GRADE

First grade teachers must think more of little children themselves and of their habits of movement and writing in the beginning, and less of inanimate materials and apparent results.

The difficulty of the work in writing is minimized for little children—(a) by using large writing on coarse materials at first and gradually reducing the size of the letters, (b) by requiring less speed of movement, (c) by selecting materials which are easy for the child to use—blackboard, chalk, large-sized paper with rough surface, and large pencils with soft lead.

The first step is to give the movement exercises. Writing is controlled movement, hence rhythm plays a part in the foundation work and needs careful attention. With many children rhythm comes easy. Whenever it does not come easy, there should be individual work as in phonics and tone work in music.

In the movement exercises, games, songs and jingles are most helpful. The following may be used:



Little Boy Blue, come blow your horn;
The sheep are in the meadow, the cows in the corn.



Ding, dong, bell, Pussy's in the well.
Who put her in? etc.



Here we go round the mulberry bush,
the mulberry bush, the mulberry bush

Here we go round the mulberry
bush, so early in the morning.



Round and round the village,

" " " " "

as fast as we can go.



Here we dance looby-loo

" " " " light
" " " " loo

All on a Saturday night.

lll lll lll lll

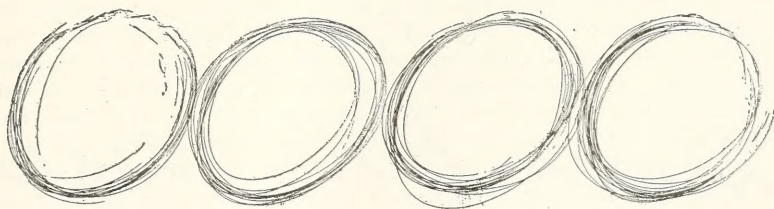
Polly put the kettle on,

" " " " "

And let's drink tea

The teacher makes the movement drill on the board and the children watch. The work should be clear, distinct, and as near perfect in form as possible. At word of command, the children write in large and rapid movements at blackboard. The work should be quick and enthusiastic. No eraser should be used without permission. Children should stand off from the board and see the writing. From the beginning, teach position at the board, light touch, neatness and arrangement.

The order of teaching letter forms and words should depend upon two principles, (a) the words selected from the first grade reading and from the words in most frequent use by the children in conversation; (b) a grouping of letter forms according to the movement by which they are written. The letters A, O, C, D, etc., are made with the same kind of movement. Other capitals may be grouped. Also loop and small letters. The greater part of the first half-year's work is best done at the board, as the aim of the year is freedom, rhythm and power. Work with wax crayons or large-sized pencils with soft lead on unglazed, unruled paper supplements the board work. For this work on paper, use full-arm movement, the paper placed straight in front of the child and only the pencil point touching. The crayon should be held as directed for pencil. As the child gains freedom and control he will rest third and fourth fingers. Lessons given below are to illustrate first work in movement and word drill at the desk, the pupil using pencil and paper for the first time.



tree

tree

tree

tree

tree

tree

tree

tree tree tree

tree tree tree

tree tree tree

See the tree.

See the tree.

See the tree.

The size of the writing is gradually reduced until by the last half of the school year the pupils may take wide ruled paper and pencil with large soft lead. The paper should be tipped instead of straight on desk now, and the arm rests on the muscle of the forearm.

Give movement drills—one in allowing full-arm stretch or use of muscle of forearm. The latter is preferred, but where children are thin or small and poorly developed, the whole-arm movement seems to come more easily. In either position insist upon correct position of pencil and gliding of fingers. Practice the swing sideward movement to give the hand free play across the page from left to right. Work to secure a free, continuous movement of the hand across the sheet of paper by practice of wide-spaced exercises. Variation in position and type of movement should be allowed. Regular, smooth, and fluent writing movement (letters and words as well as movement exercises) by means of rhythm may be produced by writing to a count. This follows the work in rhythm brought about by use of games, songs and jingles. The counts correspond to the natural divisions in the form of the movement drills or letters. See that the children follow the count.

The writing movement should develop into a combination of the movement of the muscles of the arm and the fingers. In the forward progress from letter to letter, the arm movement is used to a greater extent, and the finger movement comes into use in forming the individual letters.

First grade children at the close of the year should be able to write the alphabet of small letters, in order, or from dictation the consonant blends, the phonograms, their own names, town and school, the figures to 100, a few simple sentences, and the capitals necessary for the language work required of them. They should have mastered the relative proportion of capital, loop and one-space letters. It is much better that children should learn letters in comparative height rather than between lines.

Careful supervision of all written work is important for the reason that correct habits and ideas of form should be developed from the start. The essentials in all work in writing, viz., hygienic position, freedom of movement and well-formed letters, may be secured by direct supervision. Since the main purpose of the year's work is to develop coördinated movement, one must not expect too much at the beginning; the important thing is that the movement should be free and rhythmical even if the form is crude. Too much attention to details delays development.

During the latter part of the year use the handwriting scale to measure the child's work and keep the record for comparison of future work in order to note progress made.

Ten minutes given daily to the work in writing should be sufficient.

All written work for the first half of the year should be from a large copy on the blackboard. Placing the text or writing book in the child's hands should be deferred until the last half of the year; however, the form given in text to be used later on should be followed in the blackboard lessons.

SECOND GRADE

During the first few weeks of school the lessons should be at the board only, after which practice should be done on paper, with frequent drills on the board throughout the year, particularly for practice on new exercises. A free whole-arm movement should be used at the board.

Wide ruled paper and pencil with soft lead should be used at the desk. The writing is still large and all written work on paper is done on the wide-spaced ruled paper to insure habits of muscular control. (If the wide-spaced ruled paper cannot be secured, use narrow-spaced ruled paper, covering two spaces in writing.)

The paper should be tipped a little to the left, arm sliding on or slightly raised from the desk, using a free whole-arm movement at first, and as the child gains control the arm rests on the muscle of the forearm, and at this stage there should be training in the use of the muscles of the arm. The right arm as the writing machine should be studied—the use of the big muscles of the arm and the proper position and movements to make the writing machine work best.

The aim of the second year should be to establish good form and some degree of rapidity without losing the freedom of the first year. Work to gain in fluency and speed, having in mind a standard rate of about thirty letters per minute for the average speed. To accomplish this there must be short daily drills for relaxation, position, and movement. (See drills suggested for first grade.)

The teacher should review previous exercises when needed, particularly those which are needed to prepare the pupil for new exercises.

The types of drill are similar to those used in the first grade, but of increasing difficulty. The movement work consists of direct and indirect ovals and straight line exercises about three-fourths of an inch in height and of a medium slant.

Directions for movement exercises are written in the general section of this outline and are to be followed as the needs of the class dictate. The child should acquire a fluency represented by a speed of thirty letters a minute, should possess a great amount of freedom of movement, etc., hand sliding easily across the page while the letters are being formed, and should adhere closely to the standards for correct posture.

Study of the alphabet should be taken up in the second grade, the children learning to make all the capitals. It is a good plan to group the letters for study according to the movement drills that the form of the letter is based upon. For instance, group O, A, D, C, E, because these letters are based on the direct oval and the push and pull movement. For other groupings, P, R, B, etc. Study and group the loop letters and the small one-spaced letters, as m, n, u, w, etc.

It is most important in this grade that the movement lessons leading up to a letter be well planned, so that freedom may not be sacrificed. Following the movement drills, give a letter first at the board. Repeat the lesson at seat. In the next lesson give a sentence planned to repeat the letter. In the third lesson give words containing the letter.

The work in the text should be used during the year, but it need not be followed except as the needs of the individual dictate. The teacher should not depend on the writing book to teach the pupil to write, but should follow a definite, systematic plan for teaching a lesson each day, so that the specific needs of individual children may be met.

THE RECITATION.

If fifteen minutes is given to the writing period, divide the time as follows:

1. Relaxation and movement drills, 5 minutes.
2. Study of separate letters and words of copy, 5 minutes.
3. Write the lesson, 5 minutes.

The desk should be clear, the paper tipped to the left in the middle of the desk; pencils should be long enough and well sharpened. Hygienic position should be insisted upon; feet flat, back straight, head up, arms on desk, pencil held loosely and pointing over right shoulder.

The teacher and class should work together in the mastery of the movement drills and the study of the lesson. The teacher uses the board in presenting each step in the lesson. She should work at her desk as the study lesson proceeds. Let there be much comparison of work. Instruction should be more by showing than by telling. It should be clear to the child what is to be done before he is allowed to write. The image of the letter form should be clear and distinct. Use such devices as the story, colored chalk, etc., to stimulate interest in the characteristics of letter forms. The child must see the form well, then establish right habits by drill.

In the study of the lesson the most conspicuous errors or fundamental faults should be given more time and corrected first. Correct one fault during the lesson if possible and continue in next lessons until the right habit is formed. Teach and make sure of a few good points in each lesson. Toward the latter part of the year give special attention to improvement of form. However, care should be taken not to sacrifice fluency of form. Attention to one element or feature at the time insures greater progress. Spacing, alignment, quality of line, uniformity of slant and uniformity of size of letters may be taken up and faults corrected and certain features drilled upon till mastered.

Place a handwriting scale on bulletin board or some convenient place, so the children may compare their written work with the scale and thus form the habit of criticising their own work, of judging its value when compared with the standard. This practice is an incentive to better their best. On Friday of each week the written exercises for each day of that week should be written and reserved for comparison. It is easier for the child to note progress made when he compares the exercises of each week. He will become more interested in his own improvement.

Use the handwriting scale or test about every two or three months to set up standards and measure progress.

Short sentences and figures can be written during the second year as called for in the written language and number work for the second grade. Certain proper names and certain requirements to form, such as the arrangement of figures in columns and keeping within marginal lines, should be regarded in the writing lessons.

Text: Zaner Writing Method, Seven Book Series, Book II, or Palmer Method of Business Writing, Book I.

THIRD GRADE

Following up the work of the second year, there should be occasional board work to correct individual faults. For instance, if a pupil has difficulty in making the combination *th* legibly, special drill on the board, (1) on move-

ment drills, (2) on the separate letters, (3) on the combination, should improve the form of the letters. Board practice helps to improve paper practice.

In the first two grades attention has been given to establishing habits of muscular control through blackboard work and large, round, legible script on paper. It is easier for some children to gain this control than others. Children should continue the large writing and some blackboard work until a fair degree of control is in evidence. The writing should gradually decrease in size. Compare with the writing book copy often to establish correct size of form.

Movement work, as outlined in the general section, should be consistently carried on in this grade. All practice should be done with the forearm resting on the desk. The same kind of muscular movement is given here as is given in the grammar grades. The main difference in the results will be in quality, due to age, lack of training, and deficiency in muscular coördination.

At the end of the third year the form of writing with use of pen and ink should be as good as at the end of the second year, when the pencil only was in use. The speed should be considerably increased. The average rate should be about 40 letters per minute.

Pen and ink should be used the last half of the third grade. Bringing in the use of new mediums hampers progress in writing for a short time until the child has become accustomed to the use of the pen and ink. Development of muscular coördination is difficult at this stage.

The teacher should be patient at this point in the work until certain adjustments are made. Do not crowd the pupil with written work in other subjects taught. In the writing periods, give practice on words which are taken from the necessary written work in other subjects. This helps to form the habit of following the same methods in any kind of written work, thereby establishing a good writing habit.

Give daily movement drills in order to establish control, to gain ease and freedom as well as to improve the form. Speed drills are helpful during the second half of the year. Write familiar exercises at greater speed than usual. Be careful not to sacrifice too much in form for speed.

Interest in the work may be fostered by selecting the papers showing greatest improvement, and by comparing with work of other pupils, and by comparison of papers selected at regular intervals. It will help for the child to discuss the good points they have observed in the work of others. Discuss position and ease in writing, movement, and speed, spacing, letter formation, uniformity of size and slant of letters, uniformity of alignment and quality of line.

Frequent use of the handwriting scale helps the pupil to see his own progress toward a third grade standard in writing. The aim should be to get the child to really have a desire to improve his own handwriting—to reach a certain standard—to become a good penman.

Give a formal test during the first month and each two months thereafter. Speed and quality of writing should be especially noted as results of these tests. Point out improvements and give review exercises, trying to improve still more. Spend time in reviewing exercises which especially need it

From the second test on to the close of the year, grade the form of the writing according to the five qualities given, viz., spacing, alignment, quality of line, uniformity of slant and uniformity of size of letters.

The pupil should be able to write with ease any word that he needs to use. Arrangement of material and spacing on page, such as margin, indentation, distance between lines and between words should be noted. Simple correspondence form should be known. Correct form for numbers, use of capitals, names of months, a few familiar names and his own address should be well written.

In introducing capital letters, give the names of any children in the class which begin with these letters.

Give exercises for healthful position and review drills introduced in first and second grades as needed in this class—giving special attention to review drills that lead up to new exercises.

Follow the suggestion for teaching the writing lessons given in the outline for the second grade.

Text: Zaner Writing Method, Seven Book Series, Book III, or Palmer Method of Business Writing, Book I.

FOURTH GRADE

It is important for the teacher to study general suggestions given for primary grades and the detailed outlines for grades one, two, and three before beginning the work in this grade. See that the foundation is sure; if not, begin the class where the needs are greatest and strengthen each point as necessary to insure progress later on. Work to fix as habits the ideas gained in the previous grades. Position, legibility, form, movement and speed have been introduced and the work of this grade should be to help each child acquire habits of good position, coördinated movement, legibility and a reasonable degree of speed. The size of the letters should decrease in this grade as control is accomplished. Follow the practice of size of letters given in the text for this grade. Arm movement should be stressed through practice and in this way secure greater skill and an increase in speed. It takes a great deal of practice at this stage in the work. There should be a sufficient coördination of muscles to easily produce fifty letters per minute in the regular practice writing. Give careful attention to rhythm in the practice work.

Continue the use of the blackboard as outlined for third grade. Pen and ink should be used in all drill exercises and as soon as the individual shows ease in use of same, other written work should be done with pen and ink. When the child is accustomed to using pen and ink there should be improvement in muscular coördination and fluency, writing easily about fifty letters per minute. Watch for progress here and remove any difficulty in muscular coördination.

Form should be developed in respect to uniformity of slant and alignment, quality of line, letter formation and spacing. Encourage self-criticism by reference to an established standard—use of charts, handwriting scales and occasional tests is important.

For the writing lesson, study the plan given for second grade and adapt to the needs of the class.

The following points are important:

1. Hygienic position.
2. Stimulate arm movement by exercises. Carry over to written work in different studies.
3. Teach the lesson, then drill.
4. Be sure pupil understands what is to be done before he attempts to work.

Text: Zaner-Bloser Writing Method, Seven Book Series, Book IV, or Palmer Method of Business Writing, Book II.

GRAMMAR GRADES

FIFTH, SIXTH AND SEVENTH

Pupils learn to write in the primary grades. It is the work of the elementary grades to see that all the work of the grades is strengthened. It is here that we often find laxness on the part of teachers in insisting on proper position, pen-holding and movement in all written work. There should be enough systematic drill—formal, everyday—to constantly increase the speed necessary to meet the demands upon them without sacrificing form. Those who have not attained a fair standard should be organized into special classes and use exercises necessary to correct faults and reach the grade standard. In these grades the children can do a great deal alone if properly stimulated. If the fault is in position, work first to determine the exact difficulty, then determine correct measures for the particular fault. Follow this plan in correcting specific defects in form or movement.

It is necessary to study and review the work of the first four grades in order to introduce new exercises for the grammar grades.

Occasional board practice should be done, (1) to correct individual faults, (2) to secure better practice at desks, (3) to present exercises in the formal drill period, (4) while teaching the lesson.

Systematic drills to increase speed should be given two or three minutes at the close of each writing lesson. This will amply repay any teacher in time gained. The speed in writing should be gradually increased from about sixty letters per minute in the fifth grade to about seventy letters at the close of the seventh grade. Speed and quality should be coördinately developed. By this time the class has acquired the habit of correct position and rhythmic movement, and emphasis should be upon fluency in writing without sacrificing habits already formed. Speed drills are useful in increasing fluency if there is no sacrifice in quality. Encourage as rapid writing as is consistent with good form. Individual study is necessary in planning for the use of special drills and setting standards for speed. Close mental concentration is essential to the gradual increase of speed in writing. Work to develop a critical attitude on the part of the pupil toward the work, as this is very important. The first drills for speed should be writing an easy letter or word over and over, increasing speed without losing anything in form. Interest in penmanship in the grammar grades may be kept up by frequent tests for speed, for form and legibility, and for ease in execution.

Counting, as a means of uniformity to movement, keeps the class working harmoniously. In all counting, use a light, easy tone. Vary the count to avoid monotony, but keep the rhythm. Counting by a live, wide-awake teacher always creates enthusiasm on the part of the class. As the counts are given, use such expressions as, Feet flat; Light line; Wrist free; Heads up. This will impress upon the pupils habits to be acquired, and often by suggestion corrects bad habits and still keeps the rhythm of the movement.

The use of the metronome insures regular beats in counting and a more definite standard for speed. The teacher's voice sometimes fails to keep up the proper standard or goes beyond the capacity of the child in counting too fast. The greatest risk, though, in depending upon the teacher's counting, is the irregularity of the counts, which is detrimental to the work. Until the pupils are able to establish an individual rhythm, the metronome is useful in class work. After a coördinated writing habit is formed, use the metronome for testing only. This accurate testing of speed is necessary in order to keep a balance between form and speed, as one quality in writing should not be developed at the expense of some other quality equally as important.

While at the beginning and at certain stages in the work it is necessary to give a great amount of time to the movement drill, yet the greater part of the time given to writing should be used in writing words. When too much time is given to movement drills rather than to the writing of words, it is difficult to acquire the habits of good writing—that is, correct position, good form and movement—while engaged in any written work for any purpose. The teacher should watch this stage of “carrying over” into all writing the standards attained in the regular writing classes. Occasionally grade the writing done in other subjects. Watch for opportunities to motivate the work and of arousing the spirit of friendly rivalry among the pupils in the attainment of a high standard in all written work. Encourage individual comparisons—the writing of different pupils compared with standard chart—to help those who have not made satisfactory progress toward the grade standard, particularly in form.

When a pupil reaches a satisfactory standard in speed and form, he should not be required to continue the formal drill lessons. Occasional tests will determine whether or not this standard is maintained in all written work.

The size of the letters in grades five to seven should gradually decrease. Consult the writing books in use for the proper size of letters.

The pupil should be able to write any word he uses. Correct form in all written work in English, arithmetic, or any other subject should be learned and consistently used.

Text—Zaner-Bloser Writing Method, Seven Book Series, Books V, VI, and VII for the respective grades,
or

Palmer Method of Business Writing, Book II.

Suggestions for Study

1. Have a definite aim in each lesson.
2. Plan and try out a lesson before presenting it to your class.
3. Use the power of suggestion in securing position.
4. Insist on proper position and freedom of movement in all written work.

5. There should be supervision by the teacher of every lesson.
6. Plan for a definite period for practice every day in each grade.
7. Never accept careless or slovenly work from a pupil.
8. The teacher's writing should be an inspiration to her pupils.

It is necessary for the pupils to see good form in the teacher's writing.

9. Look for good points in the lesson and let your criticism be constructive. Do not neglect commendation when possible to give it.
10. Summary: The successful teacher makes sure of position by seeing that the pupils use it. She makes sure of form by illustrating and explaining it entertainingly. She makes sure of muscular movement by drilling faithfully, and requiring it daily in all written work. She makes sure of continuous and steady progress of each individual toward grade standards in form and movement by use of scales, tests, and charts. Attention to the above essentials leads to success.

ARITHMETIC

PURPOSE OF THE OUTLINE

The purpose of this outline is as follows:

1. To make clear and definite the objectives for each grade.
2. To define the method of procedure in dealing with the grade outline in order to reach the goal or objective for each grade.
3. To outline in detail the specific amount of work to be covered in each grade, and to set forth in consecutive order the facts and processes to be taught.

GENERAL SUGGESTIONS

I. Aims and Principles

1. To arouse the interest of the child in the quantitative relations of life and to aid him in the interpretation of the same.
2. To create a situation where the child so involved has a real desire or felt need for a knowledge of number facts and processes.
3. To develop habits of skill and accuracy in computation as well as the power to reason out problems he is apt to meet in everyday life.
4. To give a working knowledge of facts and processes necessary to interpret and solve problems—to apply arithmetical knowledge to the solution of problems of his own everyday experiences as well as types or kinds of problems in ordinary business transactions that he will likely meet with in later life.

II. Data for Problems and Problem Solving

Reference is made in each grade outline to supplementary problems in teaching facts and processes through oral and written work. "No teacher can make up on the spur of the moment all of the oral examples and written problems necessary, and arrange them properly, and cover all the important phases of drill work." It is essential that the teacher keep a note-book, and from time to time add material as gathered from several texts and other sources. This material or data should be organized into problems ready to use in class work. Consult several texts for plan for organizing the material into problems. Good problems deal with situations familiar or likely to occur. The social, industrial, and commercial life of the community will furnish sufficient data for supplementing problems. The child will be more interested if the problems deal with situations which the child has come in contact with in his daily life.

"There are enough real problems in life to furnish practice, to teach problem-solving; and if drill merely is desired, just drill and do not waste time on problems that are certain never to occur in the affairs of everyday life."

Number work growing out of the classroom activities, such as constructing a doll house, making a store, finding out definitely how much material is needed for various projects, is always interesting to children, and furnishes valuable experience.

Problems arising from club activities, real life situations at home or from their own enterprises or projects are more interesting to children, and the solution of one of these *real* problems is a valuable experience in the child's progress in arithmetic.

In the interpretation and solution of problems, the pupils should be trained first, to see exactly what is given; second, to see what is to be found; third, to determine how to go to work to find it; fourth, to prove that results are correct by checking.

Training the child to read problems carefully and thoughtfully, and to express the number ideas clearly and correctly, is an important phase of the work of the teacher.

1. ORAL WORK.

There must be a good supply of oral problems in arithmetic work. Consult the texts for oral work and supplement that with such local problems and such correlation with other subjects or activities as may seem best.

(a) Make oral work predominant in the primary grades. About three months of the time, or even more, given over to number work in these grades, should be devoted to oral work. Do not be in a hurry to give written work.

(b) In the grammar grades keep the earlier facts and processes learned fresh in the minds of your pupils through carefully planned oral work. Fully one-half the time should be spent in oral work. Encourage oral work as far as the pupil is able to go, and record on paper only such work as cannot be done without the use of pencil.

(c) Introduce and exemplify each new topic or process by simple oral problems before assigning a lesson in the text-book. "The great value of oral work, both for review drill and for the illustration of new processes, can scarcely be over-emphasized."

(d) Give frequent five-minute drills in rapid and accurate addition.

(e) Give frequent five-minute drills in rapid oral work involving the four fundamental operations.

(f) Give frequent five-minute drills in rapid oral work involving the application of fractions to problems common in the daily life of the pupils.

(g) Give frequent five-minute drills in rapid oral work involving aliquot parts and the application of percentage to problems common in their daily life.

(h) Mental arithmetic stimulates interest and self-activity, develops power, accuracy and quickness.

2. GAMES.

This outline course in arithmetic places arithmetic definitely in the curriculum of the first school year. In order to avoid making the work too formal and mere drill, it can be interesting to children and related to their interests through play. The play element should predominate—however, it should be play with a definite purpose.

A greater use may be made of games in the primary grades, but there is a great value in games for the grammar grades also. Throughout the elementary schools they may be used with the definite purpose of making the acquisition of number relations more interesting, and the use of numbers seem more real to the child.

By using games it is easy to create a social situation where there is a real need for numbers. It is a good medium through which to present work concretely, and the well selected, well adapted game always insures the greatest amount of effort the child is capable of in mastering a situation or solving a problem for himself.

The teacher should secure several good texts on "Games" and select and adapt a sufficient number of games for class use. (See reference books for teachers.)

3. STANDARDIZED TESTS.

A great deal of time may be wasted in arithmetic work by drilling on work that a part of the class understands. On the other hand, there may not be sufficient drill for those weak along specific lines in the study of numbers. It is easier to determine the weakness of a class than it is of the individuals, but guesswork in diagnosing the abilities and needs of the class as a whole or of each member of the class is usually the result of the ordinary test or examination.

Scientific tests are now available for use in locating difficulties in the fundamental processes and in reasoning, and in saving time by strengthening the weak places discovered.

Beginning with the third grade standard tests should be given regularly and systematically, in order to check up the work by a standard measure. This process improves the work of the teacher, and is a great stimulant to the child's work. Comparisons of individual and grade scores with standard scores made by other grades in the same school are both interesting and helpful to the class.

KINDS AND PURPOSES OF TESTS. There are two kinds of tests which are useful in standardizing arithmetic in the elementary grades.

(1) Tests in fundamental operations by which skill in computation may be measured. The Curtis tests and the Woody tests are the best known. The Curtis tests are tests in addition, subtraction, multiplication and division with integers. The Woody tests are graded exercises in the fundamental processes with integers, fractions, decimals and denominate numbers. The Woody-McCall Mixed Fundamentals is a test which requires the minimum amount of time to administer, and is useful for purposes of group testing.

(2) Tests in problem-solving by which the reasoning power or ability to interpret a problem, and to apply processes to its solution, is tested as well as accuracy and speed in computation. The Curtis Reasoning Tests are the most widely used tests for this purpose.

For supplementary drill, the Studebaker Economy Practice Exercises are suggested.

4. SUPPLEMENTARY MATERIALS.

There should be plenty of supplementary material for counting, for presenting facts objectively, for games, for playing store, and for construction work throughout the grades. Consult catalogues and special texts on these topics and secure a selection of material for use.

Drill charts, perception cards, and cards for seat work, ordinary business forms, blank checks, etc., and a number of texts similar to the one in use by the class, will be helpful in making clear certain facts and processes.

III. Reference Books for Teachers

1. PROFESSIONAL BOOKS.

- (a) *Smith*. The Teaching of Arithmetic.
- (b) *Stone*. How to Teach Primary Number.
- (c) *Dewey and McLellan*. Psychology of Number.
- (d) The Fourteenth Year Book.
- (e) The Eighteenth Year Book.
- (f) The Twentieth Year Book.
- (g) *Johnson*. Education by Plays and Games.
- (h) *Smith*. Arithmetic Games.
- (i) *Field*. Farm Arithmetic.
- (j) *Gillan*. Problems Without Figures.
- (k) *Thorndike*. The New Methods in Arithmetic.

2. SCHOOL TEXTS.

- (a) *Harris and Waldo*. First Journeys in Numberland.
- (b) *Hoyt and Peet*. Everyday Arithmetic.
- (c) *Smith*. Primary Arithmetic.
- (d) School Arithmetics, Books I and II.
- (e) *Stone-Millis*. Arithmetic Series.
- (f) Thorndike Arithmetic, Series I, II, III.

3. COURSES OF STUDY.

- (a) Baltimore County Course of Study.
- (b) Course of Study, Elementary Grades Public Schools of Tennessee.
- (c) Minimum Course of Study. *Moore*.
- (d) Springfield, Ill., Course of Study for Primary Grades.
- (e) Berkley, Cal., Course of Study for Elementary Grades.

GRADE ONE

OBJECTIVES

By the end of the first year the pupils should have a good working idea of ten, and of the use of the unit ten as an instrument of measurement. They should be able to accomplish the following for meeting present number needs and in preparation for more serious work later on. This is the beginning or foundation for a course in the development of number.

- 1. Count by ones to ten and gain a good working idea of the combinations included within the number ten.
- 2. Count by 10s to 100.
- 3. Count the number 10s in 100.
- 4. Combine 10 units in 100.

5. Count and name the numbers from 10 to 20; 20 to 30—to 100.
6. Write numbers from 0 to 9.
7. Write numbers by 10s to 100.
8. Write numbers from 10 to 20, 20 to 30—to 100.
9. Write by 1s the hundred table.

Children in this grade should learn the use of actual measures—pint, quart, gallon, foot, yard; coins—penny, nickel, dime, quarter, half-dollar, and the dollar as ten dimes or 100 cents, and should use toy money in playing store; the dozen and half dozen; the names of the days of the week, the month. Fractional parts as $\frac{1}{2}$ and $\frac{1}{4}$ may be introduced and explained as the need arises. Telling the time by the clock face, using Roman numerals I to XII. The relationship between quantity should be taught by means of objects, as the relationship between inch and foot, nickel and dime, etc.

They should understand certain terms used in comparative measures—long, short; wide, narrow; upper, lower; first, fourth, etc. The following indefinite measurements should be understood: large, larger, largest; small, smaller, smallest; long, longer, longest; near, nearer, nearest.

METHOD OF PROCEDURE

During the first three or four months of school, that is, until the child has made some headway in the reading and language work of the grade, all number work should be taught incidentally as the child's interests and needs may demand. No definite time allotment for number work should be made, and there should be no attempt to give formal work. Number ideas are presented informally, as the need arises naturally in counting, in measuring, in games and in relation to other activities and studies in the classroom.

Formal Work. Follow the outline for the work in the order in which it is given, that is, give first things first. Include as supplementary to the regular work incidental number work as the need arises, but it is necessary to follow the definite outline in order to lay a good foundation for future work, and to insure progress in the development of the number idea.

The first work of counting and teaching the combinations in ten is oral. Figures are not used. It will require probably one or two recitations to develop successfully in the way suggested in the grade outline, each new combination. Go slowly enough for the pupils to get a clear and definite notion of numbers. The idea of number is of slow growth, and must have a carefully laid foundation. Put the emphasis on addition in this grade. Some of these statements may be more clearly understood in the light of the exercises used in the development of the number facts, so the method of procedure is explained in the grade outline.

Through the use of objects of various kinds, games, etc., vary the work and keep within the child's sphere of interests. Give a sufficient amount of drill to make sure of reaching the definite objectives for this grade.

For suggestions, consult the text, *First Journeys in Numberland*.

ILLUSTRATIVE LESSONS

1. Writing Numbers

AIM: To teach the names and meanings of the figures 1 to 10.

Symbols should not be used until the corresponding number idea is clear to the child. Before teaching the primary number combinations the pupils should recognize the names and meanings of the figures.

MATERIAL: Ten cards with the figures 1 to 10, one on each card.

Ten cards showing the names, "one," "two," "three," etc., one name on each card.

Ten cards showing dots or pictures of objects, one dot on the first card, two on second card, etc.

PROCEDURE: Distribute the 30 cards among the pupils, and as a pupil is named, he goes to the front of the room and shows his card. The card he shows is matched by other pupils coming and standing in line. For example, if the pupil named has "six," those having "6" and "xxx" match him.

All 30 cards may be placed in ten piles by matching the cards.

2. Drill Lesson

AIM: To make automatic the combinations of 8.

PREPARATION: Make flash cards of all the combinations of 8. Draw a race course on the board. (Large size.) Paste pictures of autos on the race course.

PRESENTATION: Have card drill to test pupils individually, or two or three at a time. The pupils who can give all the combinations are winners, and ride in the automobile that is ahead on the race-track. Those who miss one or more of the combinations may have some trouble with auto, as a puncture, out of gas, etc., and ride in autos which are behind in the race.

CHECKING UP: Place the names of the winners within the circle of the race-track. Give drill for the individual pupils on any combinations which they missed—until they are memorized.

Activities are described in the Twentieth Year Book, in which there are definite arithmetical situations suitable for children of this year. A Flower-shop, A Kite Tournament, A Toy Shop, A Postoffice, A Doll Sale, are all excellent.

A description of the Toy Shop is given here.

"A TOY SHOP"

"The shop was constructed from material borrowed from the kindergarten. The children made toys, dolls, doll clothes, beads, doll house and furniture, picture books, blocks, animals, picture puzzles, clay dishes, vases, etc. The arranging and selling of toys was also done by the children. Their plans and discussions formed the basis for board reading lessons. The buying and selling involved the use of numbers. The prices were marked from five to twenty cents."

3. Guessing Game

Write a number of combinations on the board. One child at the time leaves the room, and the others decide on a combination, for example, 3 and 4 are 7, which the child is to try to guess when he returns to the room. He comes in, looks at the board, selects a combination and asks, "is it 5 and 4 are nine?" If it is not right, the children say, "no, it is not 5 and 4 are nine." The child continues to try to find the right one until he gives up or guesses right. Another child leaves the room and the game continues as long as interest keeps up.

GRADE OUTLINE

I. Develop a Good Working Idea of the Number Ten

- (a) By having them count various objects and measurements by ones to ten.
- (b) By teaching them the combinations included within the number ten.

1. COUNTING BY ONES TO TEN.

- (a) How many fingers on your right hand? Count them. How many *ones*?
How many fingers on your left hand? Count them. How many *ones*?
How many fingers on both hands? Count them. How many *ones*?

Give each pupil in the class a bundle of ten splints with band around it. How many splints in your bundle? Remove the band and count them. How many *ones*?

Give each pupil a pile of ten shoe pegs. How many shoe pegs in your pile? Count them. How many *ones*? How many pennies make this dime? Count them. How many *ones*?

Count the number of circles I draw on the board. Draw ten circles. How many *ones*? How many ones in *one ten*?

- (b) Application of the unit ten as an instrument of measurement.
Count ten children, ten desks, ten window panes. Take ten steps. With your foot rule measure off ten feet on the floor. With your foot rule draw a line ten inches long on the board. These operations are to be performed by the pupils themselves under your direction.

2. LEARNING THE COMBINATIONS INCLUDED WITHIN THE NUMBER TEN:

They are: $2+2$; $2+3$; $3+3$; $2+4$; $2+5$; $3+4$; $2+6$; $3+5$; $4+4$;
 $2+7$; $3+6$; $4+5$; $2+8$; $3+7$; $4+6$, and $5+5$.

In developing each of these combinations, make the work at first objective. Have the pupils themselves perform the operations in making each combination, using counters and standard units of measurement.

Teaching the combination $2+2=4$.

- (a) Give each pupil 4 counters.
- (b) Always state the aim you wish to reach in order that pupils may understand and follow you.

Teacher—If we put 2 of our splints in one pile and 2 splints in another pile how many splints will we have in both piles? Do this. How many splints in your first pile? How many in the second pile? Put your 2 splints and 2 splints into one pile and count them. How many are 2 splints and 2 splints more?

Give each pupil 4 pennies. If we put 2 of our pennies into one pile and 2 of them into another pile how many pennies will we have in both piles? Do this. How many pennies in your first pile? How many in the second? Put your 2 pennies and 2 pennies into one pile and count them. 2 pennies and 2 pennies more are how many pennies?

Here are 4 quarts or one gallon of sand. If we measure this out with our quart can, putting 2 quarts in one pile and 2 quarts in another pile, how many quarts will we have in both piles? Do this. How many quarts in your first pile? How many in the second? Put both piles back into the gallon can and count the number of quarts. 2 quarts and 2 quarts more are how many quarts? If you draw on the board one line 2 feet long and join it to another line 2 feet long how many feet will there be in the entire line? Do this. How many feet in your first line? How many in the second? Count the number of feet in both lines. 2 feet and 2 feet more are how many feet?

It is 2 miles from here to my home. How many miles do I walk each day in coming to school and returning home? 2 miles and 2 miles more are how many miles? etc.

Encourage pupils to give each other simple problems using the $2+2=4$ idea. For example: *Pupil*: If I have 2 pennies and brother gives me 2 pennies more, how many pennies will I have? etc. This practice develops the self-activity of pupils and provides an interesting means of drill.

Follow the method suggested above in teaching each of the combinations in ten.

II. Counting by 10s to 100

As soon as pupils gain a working idea of ten or ten ones they are prepared to go on to 10 tens. Give each pupil a bundle of 100 splints with band around it. The pupils are to start with this unmeasured whole and make it a definitely measured quantity by measuring it by the 10 unit.

(a) The teacher states the aim: We want to find out how many piles with ten splints in each pile we can make out of this bundle of 100 splints.

The pupils proceed to measure the 100 splints by putting ten splints in each pile and placing rubber band around each ten.

(b) Naming the new numbers.

As the pupils proceed in their counting by 10s the name is given to each new number counted.

Teacher: For two tens we have a special name, twenty. When they count off three tens she says, We have a special name for three tens, thirty. When they reach four tens the teacher asks what name shall be given four tens. In reaching five tens what name shall be given five tens, etc., to ten tens. In this way the number and its name become permanently fixed in the minds of the pupils.

(c) Counting the number of 10s in 100.

After the pupils count out the 100 splints, putting ten in each group and placing a band around it, have them count the number of groups made out of the 100 splints. How many tens in 100 splints?

Have pupils count out 100 grains of corn, putting ten grains in each pile, naming the number counted and counting up the number of tens in 100 grains of corn.

Have one dollar changed into pennies. Have pupils count 100 pennies, putting ten pennies or a dime in each pile, naming the numbers counted and counting the number of 10s in 100 pennies.

By this process pupils will understand as easily that there are 10 tens in 100 of anything as they do that 10 ones make 1 ten.

(d) Combination of 10 units.

Give pupils a large and varied practice with the tens, the combinations learned with the ones. The ten now becomes a unit because it is to be repeated a number of times to make a quantity of 100, just as one was used as a unit a number of times to make a quantity of 10. See combinations used in developing the idea of 10. To rationalize counting by 10s, let the pupils count either real or toy dimes, saying 10, 20, 30, as they count.

TEACHING 2 TENS AND 2 TENS

Give each pupil 4 tens of splints with band around each ten unit.

If we put two of our tens in one pile and two of our tens in another pile, how many tens will we have in both piles? Do this. How many tens in your first pile? How many tens in the second pile? Put 2 tens and 2 tens in one pile and count the number of tens. 2 tens and 2 tens are how many tens?

Change one dollar into dimes. Here are 4 dimes. If we put 2 dimes in one pile and 2 dimes in another pile, how many dimes will we have in both piles? Do this. How many dimes in your first pile? How many in the second pile? Put 2 dimes and 2 dimes into one pile and count the number of dimes. 2 dimes and 2 dimes more are how many dimes?

If Henry pays 2 dimes or 20 cents for a primer, and 2 dimes or 20 cents for his First Reader, how many dimes and how many cents does he pay for both, etc.

By having pupils continue these combinations of 10 units, just as they did in making the combinations of ones in getting one ten, through the counting of various objects, practical measurements associated with simple and interesting oral problems, they will soon grasp a good working idea of 100 as a unit.

III. Counting and Naming the Numbers From 10 to 20, to 30, etc., to 100.

(a) Give each pupil one bundle of ten counters with rubber band around it and enough loose counters for that particular lesson.

Teacher: Hold up 1 ten in your left hand and one splint in your right hand. One ten and one we call eleven. Hold up 1 ten in your left hand, 2 in your right hand. One ten and two we call twelve. Hold up 1 ten in your left hand and three in your right hand. One ten and three we call thirteen. Hold up 1 ten in your left hand and four in your right hand. What name

shall we give 1 ten and four? What name shall we give 1 ten and five? In this way pupils will have but little difficulty in counting and naming numbers from 10 to 20.

(b) Hold up 2 tens or 20 in your left hand and one in your right hand. Two tens or 20 and one we call twenty-one. Hold up 2 tens or 20 in your left hand and 2 ones in your right hand. What name do we give 2 tens or 20 and 2.

By continuing this process, pupils, after counting to 3 tens or 30 will have but little difficulty in counting by ones to 100. See pages 82, 83, 124 in First Journeys in Numberland.

IV. Writing Numbers

(a) By 1s from zero to 9.

"When the pupils are able to tell the number of units in any measured whole they can be given the figure denoting the number. The figures from zero to 9 have to be taught, given authoritatively in connection with the idea they represent."

(b) By 10s to 100.

The symbol for 10 is given when ten is reached, and when the handling of the 10 units is begun.

Teacher: Hold up 1 ten in your left hand. How many ones in your right hand? How shall we write 1 ten and no ones? One ten and no ones is written thus, 10. What stands for the no ones?

Hold up 2 tens in your left hand. How many ones in your right hand? How shall we write 2 tens and no ones? Two tens and no ones is written thus, 20. What stands for the no ones?

Hold up 4 tens. How shall we write it? Write it. How do we write 4 tens and no ones? By having each pupil write each time the figures for the number of tens he holds up the pupils will soon learn how to write through the entire series to 100.

(c) Writing from 10 to 20, 20 to 30, etc., to 100.

Teacher: Hold up one splint in your right hand and 1 ten in your left hand. What name do we give 1 ten and one? Write 11 on the board. Hold up 1 ten in your left hand and 2 splints in your right hand. What name do we give 1 ten and 2? Write 12. Hold up 1 ten in your left hand and 3 splints in your right hand. What name do we give 1 ten and 3 ones? Write 13.

Continue this process from 20 to 30, 30 to 40, to 100. Give pupils simple problems in the writing of numbers. If a knife cost 1 ten or ten cents, and an apple 4 cents, how much will both cost? Write it. If your copy book cost 1 ten or ten cents and your tablet 7 cents, how much will both cost? Write it.

After they have written to 30, give them problems, such as: If your primer cost 3 tens or 30 cents and two pencils cost 8 cents, how much will both cost? Write it.

After teaching your pupils to write numbers from 10 to 100, as suggested above, call out different numbers from 1 to 100, to be written by the children.

(d) Writing by 1s the hundred table.

If the previous numbers have been understood and written, the pupils will experience but little difficulty in writing all the numbers from 1 to 100. They will take an active interest in constructing a table of such numbers and noticing how they are formed.

| | |
|------------------------------|--|
| 0 10 20 30 40 50 60 70 80 90 | "The first column on the left has to be given |
| 1 11 21 31 41 | the pupils as expressing the numbers first |
| 2 12 22 32 42 | learned. They have learned to write 1 ten and |
| 3 13 23 33 43 | no units. Have them, therefore, construct the |
| 4 14 24 34 44 | upper horizontal row first; one ten and no |
| 5 15 25 35 45 | units, three tens and no units, etc.; then the |
| 6 16 26 36 46 | second column, the numbers from 10 to 20; the |
| 7 17 27 37 47 | third column, and so on. He thus names and |
| 8 18 28 38 48 | expresses the numbers from 1 to 99, inclusive. |
| 9 19 29 39 49 | In a similar way the child will be able, |
| | through the use of counters, to construct the |

200 table, etc."—*Dewey & McLellan, Psychology of Number.*

To the Teacher:

At the beginning of this section certain objectives or arithmetic values are set up to be accomplished for this grade. What evidence is there in the work of your class that these objectives have been reached?

GRADE TWO

OBJECTIVES

To be able to read and write numbers to 1000 without the use of objects. To know the 36 facts of addition and subtraction and be able to apply this knowledge in the working of practical problems involving the addition and subtraction of tens and ones; hundreds, tens and ones; and thousands, hundreds, tens and ones. To add rapidly columns of figures (single numbers). To break up quantities into halves, fourths, thirds and sixths. To use Roman numerals to XII in telling time. They should know the meaning of the words *add*, *subtract*, *sum*, *difference* and *remainder*; the meaning of the terms *ounce*, *pound*, *minute*, *second*, *hour*, *day*, *week* and *month* and the symbols +, —, and =, also \$ and c.

They should know certain units of measures; the quarter, half-dollar, dime and nickel, and how to make simple change in money up to \$1 in playing store; how to use the yardstick and the foot rule in measuring lengths in yards, feet and inches; how to measure a gallon by the pint and quart measure; how to tell the time by the clock; how to write the current date, the dozen and half-dozen.

METHOD OF PROCEDURE

Begin the year's work by a careful review of the work done in the first grade. Make the review in the order in which the topics were taught as suggested in the outline. It may take four, five or six weeks to make the review, but be sure to make it.

Continue and extend the work in counting. Count by ones, and tens to one hundred; by twos, fours and fives to fifty, etc. This will emphasize the relation of a number to a series.

In beginning the new work, go slowly. Repeat, drill, repeat, and apply in a practical way, each of the 36 facts of addition and subtraction. In the first presentation and development of each fact, use not only counters, but various units of standard measurement. Make the work varied, interesting and practical. Each day give two or three minutes to rapid mental work, using and fixing the facts already learned; e. g., take 2, add 2, and subtract 2, add 5, add 7, subtract 8, etc. This will prove an interesting game to children. They take great delight in seeing who can get the correct answer first. This rapid oral work should increase in difficulty as the pupils advance.

Provide frequent tests of rapidity and accuracy in adding up columns of figures on the board. Give drill in adding by endings as $\begin{array}{r} 2 \quad 12 \quad 22 \\ 2 \quad 2 \quad 2 \end{array}$ etc.

All of these exercises lead to skill in oral and written work. Much more oral than written work is given in this grade, with emphasis on addition and subtraction. Included in the work is counting, grouping, measuring, reading and writing numbers, practical experience in the use of units of measurement needed in various kinds of work at school and activities of the home and community.

In the teaching of all the facts and processes, each should be presented and developed objectively, then sufficient drill given to fix the facts, and next, used in real situations. The development lesson, the drill lesson and the practical use of each fact or process should be carefully planned. Any phase of the procedure which is done at random and without a definite purpose is a waste of time. Vary the work and make use of devices, drills, memorizing and games as suggested in the general section of this outline, but select to suit the age and ability of the child. Objects should be used freely as long as needed. When the child is able to think through a process and rapidly memorizes number facts that he understands, we do not need to continue the use of objects in that particular process.

While following the formal work outlined for this grade, it is well to be on the alert and watch for opportunities to meet the needs for number work as they naturally arise in other studies and in the schoolroom activities.

Habits of order and neatness should be encouraged in all the work.

GRADE OUTLINE

I. Teaching the 36 Facts of Addition and Subtraction

They are:

2+2, 3+2, 3+3, 4+2, 4+3, 2+5, 3+5, 4+4, 6+2, 7+2, 6+3, 5+4
8+2, 7+3, 6+4, 5+5, 9+2, 8+3, 7+4, 6+5, 3+9, 4+8, 5+7, 6+6
4+9, 5+8, 6+7, 5+9, 6+8, 7+7, 6+9, 7+8, 7+9, 8+8, 9+8, 9+9

If in the first grade you have carefully developed the first 16 of the above facts to 5+5, in teaching the combinations of numbers from one to ten and the combinations of tens in 100, then it will not require much time for the children to be able to apply these first 16 facts intelligently. In reviewing these first 16 facts, however, they will be given a wider application to 1s, 10s, 100s, and 1,000s, and the process of subtraction will be more distinctly emphasized.

TEACHING $2+2$ IN THE SECOND GRADE

(1) *Addition.* Give each pupil 4 splints. *Teacher:* Into how many piles shall we make our four splints, and how many shall be put in each pile? At this stage of the work the child will naturally say two piles with two splints in each pile. Do this. How many in your first pile? How many in the second? How many in both? 2 splints and 2 splints more are how many?

(2) *Subtraction.* Put your four splints on the desk. Take up two. Have four splints and take away two, how many are left? Take up three splints and count the number left. Have four splints and take away 3 splints, how many are left? 4 splints less 2 splints are how many? 4 splints less 3 splints are how many?

(3) *Addition.* Give each pupil 4 tens of splints with band around each ten. *Teacher:* Into how many piles shall we make our 4 tens and how many tens shall we put in each pile? Do this. How many tens in your first pile? Here are how many tens? Here are four dimes, and here is a reading book and a primer. If the primer is worth 2 dimes and the first reader is worth 2 dimes, how many are both worth? Come up and buy the reading book and primer. How many dimes did you put down for the primer? How many dimes did you lay down for the first reader? How many dimes did you lay down for both? 2 dimes and 2 dimes more are how many dimes? 4 dimes are how many cents?

(4) *Subtraction.* Put your 4 tens of splints on desk. Take up 2 tens and count the number of tens left. Have 4 tens and take up 2 tens, how many left? Take up three tens and count the number left. Have 4 tens and take up 2 tens, how many are left? Have 4 tens and take up 3 tens, how many are left? 4 tens less 2 tens are how many? 4 tens less 3 tens are how many? Here are 4 dimes or 40 cents; come and take 2 dimes or 20 cents. How many dimes are left? Take away 3 dimes or 30 cents, how many dimes left? How many cents left?

(5) *Addition.* Give each pupil 4 bundles of splints with 100 in each bundle and band around each. Into how many piles shall we make our four hundred of splints and how many hundred shall we put in each pile? Do this. How many hundred in your first pile? In your second? How many in both? 2 hundred and 2 hundred more are how many? If pupils now have a working idea of two hundred and two hundred, give practical problems to work mentally without the use of objects. Henry's father has 200 acres of land in one farm and 200 acres in another. How many acres in both farms? Give a number of practical problems requiring the addition of two 200s.

(6) *Subtraction.* Put your 4 bundles of 100 splints each on the desk. Take up 200 and count the hundreds left. Have 400 and take up 200, how many hundreds left? Take up 300 and count the number left. Have 400 and take up 300, how many left? 400 less 200 are how many? 400 less 300 are how many? Henry's father has \$400 in the bank but takes out \$200 to buy a horse, how much money has he left in the bank? Give many practical problems of this kind. Have pupils give problems to each other.

Pupils are now prepared to work mentally and without the use of objects problems involving the addition of two 2 thousands, and the subtraction of

2,000 and 1,000 from 4,000. For example: If Mary's father pays \$2,000 for a town lot and \$2,000 for a farm, how much will he pay for both? If he has \$4,000 in the bank and draws out \$2,000 to buy a farm, how much money will he have left in the bank? Give several practical problems of this type to pupils for oral work.

II. Teaching the Fractional Parts of 4

Teaching one-half of 4.

Give each pupil 4 splints. *Teacher:* How can we get one-half of our 4 splints? They may say divide the 4 splints into 2 equal parts. Do this. Count the number in each part. Take up one-half of four splints. How many have you taken up? What part of 4 splints is 2 splints? Fannie has 4 pennies, but spends one-half of it for candy, how much does she spend for candy? How many pennies has she left? What part of her money is left? She had 4 dimes or 40 cents, but spends one-half of it for a primer. How much did her primer cost? How much money has she left? What part of her money is left?

Mary's father had \$400, but spent half of it for a horse. How much did the horse cost? How much money has he left in the bank. What part of his money is left? John's father had 4,000 acres of land, but sold off 2,000 acres. What part of his farm did he sell? How many acres has he left? What part of his farm is left? One-half of 4 of anything gives us what number?

In a similar way, teach one-fourth of 4.

After developing each fact of Addition and Subtraction, and getting the fractional parts of the quantity, as has been suggested, teach the pupils to show with figures the operations performed with various objects and units of measurement in working the oral problems given them. It will require one, if not two, recitations to develop a good working notion of each fact before the pupils are prepared for the written form of the operation.

III. Writing Symbols for the Operations Performed

(a) *Teacher:* How can we show with figures on the board what we did yesterday with our four splints when we broke them into two equal piles with two splints in each pile and put both piles together? We could write it thus: 2 splints and 2 splints are 4 splints, but this is too long. We can write it a shorter way, thus: $2+2=4$. Look at this. Instead of writing 2 and 2 are 4, what have we put in the place of the word *and*? We sometimes read this cross-mark *plus*. We call it the sign of addition because it shows we are to put together our two piles of splints. Look at what we have written and point out what we have in the place of the word *are*. We have written the two straight lines for the word *are*. We sometimes read these two lines *equal to*.

(b) Give pupils a number of practical and interesting problems requiring the written form of the addition process and applying the idea of $2+2=4$. James has 2 tens or 20 splints, and I give him 2 tens or 20 more. How many tens and how many ones will he then have? How can we show this on the board? James, write on the board the figures that stand for the number of splints you already have. Henry, write under this the figures

that stand for the number of splints I am to give James. What are we to do with our two piles of splints? What sign do we put between the 2 tens and no ones or 20 James has and the 2 tens and no ones or 20 I am to give him to show we are to add my 2 tens to the 2 tens he already has? We may

20

write it thus $+20$. In the 2 tens James had, how many ones over did he have? In the 2 tens I gave him how many ones over did I give him?

Where shall we begin our addition? What shall we write in the ones' place? Zero. What shall we do next? Add the tens. How many? Read your answer. How many ones in 4 tens and no ones.

Give pupils several practical problems involving the addition of 2 tens; give them several problems involving the addition of 200, and of 2,000; give them several problems involving the addition of 2 tens and 2 ones to 2 tens and 2 ones; 2 hundred, 2 tens and 2 ones to 2 hundred, 2 tens and 2 ones; 2 thousand, 2 hundred, 2 tens and 2 ones to 2 thousand, 2 hundred, 2 tens and 2 ones.

(c) After employing the process of addition in problems as suggested above, requiring the written form, use the same additive fact in the process of subtraction and require the written form.

If John has 4 dimes or 40 cents and spends 2 dimes or 20 cents for a Second Reader, how much money will he have left? If his father has 400 acres in one farm and sells 200 acres, how much land will he have left? If his cotton crop brings \$4,000 and his expenses in raising it have been \$2,000, how much profit has he? If he has \$444 in the bank, but pays out \$222 for a horse, how much money has he left in the bank?

Have prepared a number of interesting problems involving the subtraction of 2s from 4s.

By having pupils work out problems for themselves with objects and units of measure as has been suggested, operations requiring the use of addition or plus sign, and the minus or subtraction sign, it will not be difficult for them to work with figures problems involving the addition and subtraction of quantities by tens and ones, hundreds, tens and ones, thousands, hundreds, tens and ones, up to 9.

"CARRYING AND BORROWING"

If pupils, in writing the operations performed by them with counters and standard units of measure, understand how to add and subtract quantities of tens and ones; hundreds, tens and ones; thousands, hundreds, tens and ones, up to 9, and if they have understood the place occupied by the ones, tens, hundreds, and thousands, then it will not be difficult for them to understand the "carrying and borrowing" process when dealing with larger quantities and using numbers greater than 9.

(a) *Carrying.*

1. Mary has 2 tens and 7 splints and I give her 2 tens and 9 splints more. How many tens and ones will she then have? Call for suggestions as to how to start. Put down 7 splints to your right on your desk. Put down 2 tens to your left. Read the number of splints now on your desk. Put down 9 splints on your desk under the 7 splints. Put down 2 tens under the 2 tens you already have. What is it we wish to do with our 2 tens and 7 splints,

and our 2 tens and 9 splints? Where do we begin to add? Put the 9 ones and the 7 ones together. How many ones? How many bundles with 10 splints in a bundle can we get out of 16 ones? How many ones over. What shall we do with the 6 ones over? What shall we do with the 1 ten we took out of the 16 ones? What do we say next? How many tens will we then have? Read your answer. How many tens? How many ones? If Mary has 2 tens and 7 ones and I give her 2 tens and 9 ones more, how many will she have?

2. How can we show with figures on the board and in our notebooks what we have done?

As a part of your daily preparation, have a large number of interesting problems common in the daily life of children involving the addition of tens and ones; hundreds, tens and ones; thousands, hundreds, tens and ones.

(b) *Borrowing.*

1. Henry has 7 tens and 5 splints or 75, and gives his deskmate 5 tens and 8 splints or 58, how many splints will he have left? How can we work this? Call for suggestions. Put your 5 splints on your desk to your right, and your 7 tens on your desk to your left. Where do we begin when we add? Where do we begin when we subtract? How many ones is Henry to give his deskmate? How many ones has he? How can he give his deskmate 8 splints when he has only 5? What is the first thing Henry will have to do? (Let them suggest how to overcome the difficulty.) Take one of his 7 tens, take off the band, break it up into ones and place them over in the ones' place with the 5 ones. How many ones will there be in ones' place? If Henry has 15 ones in the ones' place, can he give his deskmate 2 ones? How many ones will he have left in ones' place? How many tens is Henry to give his deskmate? Since he took one of his 7 tens, changed into ones and put them in ones' place, how many tens has he left? When he gives away 5 tens, how many has he left? Read your answer. If Henry has 7 tens and five ones and gives his deskmate 5 tens and 8 ones, how many tens has he left? How many ones?

2. How can we show with figures on the board and in our notebooks what we have done?

How many tens and ones had Henry at first? Write 75 on the board. How many tens and ones is Henry to give his deskmate? Write 58 on the board under the 75. What sign shall we put between the 75 and the 58 to

75

show that Henry is to give away 58 of his splints? We can write it thus: —58 Where did we begin to take away when we worked our problem with splints? When we found that Henry could not give away 8 ones when he had only 5 ones, what did he do? How can we show this with figures? We can show

it thus:
$$\begin{array}{r} 6 \ 10 \\ 7 \ 10 \\ -5 \ 8 \end{array}$$
 When you subtract 8 ones from 15 ones, how many are

left? Where do you write the 7 ones? How many tens does Henry give his deskmate? How many are left? Read your answer. How many tens and ones has Henry after giving his deskmate 5 tens and 8 ones?

Following the method suggested above, prepare a large number of practical problems common in the daily life of the pupils, involving the "carrying and

"borrowing" process, using quantities represented by tens and ones; hundreds, tens, ones, etc.

The teacher should study carefully the first chapter of School Arithmetics, Book I, and First Journeys in Numberland for ideas and suggestions for drills and application of number facts learned. First Journeys in Numberland, by Waldo and Harris, may be used by the children as a text supplementing the regular class work.

ILLUSTRATIVE LESSONS

1. The Telling of Time

Aim: To teach child to tell the time of day.

Preparation:

Reading the numbers on the clock face. Compare the different ways of making the symbol for the number—the Roman and Arabic numerals. Locating the 12 and the 6 on the clock face, then the 3 and the 9; next, locate figures between these. Discussion of different timepieces, as the watch and the clock. Use of these timepieces.

Presentation:

Find the hands on the clock. How many? Tell the difference. Name the hands. Move long hand to 12 and move short hand to various figures to teach the hours of the day.

Use clock face and let pupils make it say different hours.

Next, teach the difference between the hour and minute hands, and teach quarter-hour and half-hour. Then follows the teaching of the minutes of the hour. How many minutes past three is it when the short hand is a little past *three* and the long hand at *one*?

Checking Up:

Read numbers on clock face quickly. Draw clocks at desk, showing different hours of the day—telling time for opening of school, for recesses, for meal-time at home, for bed-time and the hour for rising, the time for Sunday School to begin, train schedules, etc.

2. "Carrying" in Addition

Aim: To teach child to "carry" one number.

Preparation:

Review writing and reading of 38 (3 tens and 8 ones) and 45 (4 tens and 5 ones).

Review combination $8+5$ and $4+3$. Have drill speedy.

Presentation:

John spends 38 cents for marbles and 45 cents for a baseball mitt. How much does he spend in all? 5 ones and 8 ones are 13 ones. 13 ones is 1 ten and 3 ones. Write 3 ones in the ones' place: 38c and add 1

45c

3

ten to the tens, $1+3+4=8$.

Write 8 in the tens column: 38c

45c

83c

The sum is 83 cents, which is what John paid for the marbles and mitt.

Additional Problems:

1. In one box there are 28 eggs and 75 in another. How many in both?
2. Susie spent 62 cents for fruit and 29 cents for a basket. How much must she pay?

Examples for drill:

| | | | |
|----|----|----|----|
| 33 | 27 | 42 | 76 |
| 49 | 28 | 29 | 28 |
| — | — | — | — |

3. Bean Bag Drill

The class or section lines up in the front of the room. The teacher or captain appointed takes a bean bag and throws it to one of the children, at the same time stating an example that can easily be solved mentally. The child to whom the bag has been thrown throws it back and gives the answer. The drill should be quick and lively. (This drill may be used in addition, subtraction, multiplication or division.)

To the Teacher:

Have you realized the arithmetic values given in this grade and what evidence in the habits of the pupils can you count on as permanent growth in number work?

GRADE THREE**OBJECTIVES**

In completing the work of the third grade, pupils should be able to work any problem in any topic to page 156 in *School Arithmetic*, Book I. The following essentials should be emphasized in whatever is given in the study of arithmetic in this grade.

1. Reading and writing numbers of six or seven orders.
2. Rapid and accurate addition of columns of figures of three or four orders. Counting by 2s, 3s, 4s, 5s, 6s, 7s, 8s and 9s should be continued in this grade as a review of the addition combinations and as a preparation for the multiplication tables. (There should be sufficient drill to make automatic the combinations in addition and subtraction.)
3. Addition, written: The ability to work any problem in addition employing four-figure numbers.
4. Subtraction, written: The ability to work any problem in subtraction employing four-figure numbers.
5. Multiplication. The 36 multiplicative facts completed. Written: Multiplication of quantities expressed by four-figure numbers by one, two or three-figure multipliers.
6. Division. Oral work suggested by the work in multiplication. Written: Indicating the division of quantities expressed by four-figure numbers by one-figure divisor with or without remainders.
7. Fractions. The fractional parts of multiplicative facts learned.
8. Measures. Common measures—dry and liquid measure, weight, linear and square measure, time and U. S. money.

9. Symbols and terms. The meaning of sum, difference, multiplier, product, division, dividend and quotient. How to write dollars and cents—the decimal point, \$10.75, \$32.02. Roman numerals to XII and others to C as needed to read chapter numbers, etc.
10. How to use number facts in addition, subtraction, multiplication and division in simple problems, and how to interpret the problems. How to work and state clearly simple one-step problems.

METHOD OF PROCEDURE

Review carefully the work of the second grade in the order in which it is outlined before taking up the work outlined for the third grade. Take four or five weeks, if necessary, to make the review effective. School Arithmetic, Book I, may be put in the hands of the pupils in this grade, preferably the second half-year. When the text is used in the grade, be careful to follow the outline given here, using the text as needed to furnish material for class work or study periods. An important feature of this year's work is the written work. Up to this time there has been more oral than written. Larger numbers are used and the habit of writing out the process is formed.

In teaching the multiplicative facts in the development and in the application of each fact, have a large number of interesting and practical oral and written problems. Have a notebook in which to keep in a systematic way problems suited for each particular fact taught. As the pupils advance, encourage them to give oral and written problems to each other. Create situations from which problems arise naturally. This will increase their initiative and stimulate their interest in the work.

It is a good plan to require pupils to keep a notebook in which to write down accurately the different steps in each fact developed and each table as it is developed. Direct each step and each table written in this book, that it may be done neatly and accurately. By having pupils write down each table as it is developed, they can easily review these tables as a part of their home work. These facts must be thoroughly memorized and products given when called for in any order. Study the most troublesome groups of these facts. (See page 97 in text.)

While multiplication is the new process to be first taken up in this grade, yet with each fact taught require a number of practical and interesting problems employing addition and subtraction. In developing division, start with what they already know in multiplication. The order of procedure as given in the grade outline is intended to suggest the general method to be followed in teaching each division fact. As the division idea is grasped, leave off the use of objects. Begin each recitation with short and rapid review of the division facts studied on preceding days. At first, it may require one or even two recitations for the pupils to perform, with counters and units of measurement, the operations necessary for gaining a working idea of that particular division fact. It may require three or even four recitations for the pupils to be able to apply intelligently each division fact learned in working practical problems requiring the written form. In

learning the process of division, employ the other processes—addition, subtraction and multiplication, in the application phase of each division fact learned.

Before allowing pupils to begin working any problem, always require them to state clearly the problem they are to work; require them to state the particular things given in the problems; require them to state definitely the things they are to find out by working the problem. The formation of this habit trains the pupils to correct and effective habits of study.

It is much more interesting and instructive to supplement the book problems with problems involved in the child's own personal experiences. The following suggestions may prove helpful:

SCHOOL ENTERTAINMENTS:

- Price of tickets.
- Number needed.
- Advertisements.
- Capacity of audience room, etc.

SCHOOL PICNIC:

- Transportation.
- Lunch.
- Campaigns at School.
- Red Cross.
- Buy books for library, etc.
- Buy Victrola.

TRUCK FARM:

- Preparation of ground.
- Seed.
- Cultivation.
- Harvest.
- Market.

DAIRY:

- Selling products.
- Number of cows.
- Cost of cows and feed.
- Cost of labor, etc.

CHRISTMAS TREE:

- Cost of tree.
- Decorations, lighting, etc.
- Gifts.

OTHER SUGGESTIONS:

- Keeping chickens.
- Making a garden.
- Cost of a Thanksgiving dinner to be given by the grade to a needy family.
- Ordering from catalogue material needed in school.

Numerous other projects will present themselves and a wise selection of interesting projects will vitalize the work in arithmetic in this grade.

GRADE OUTLINE

I. Multiplication

1. RELATION OF MULTIPLICATION TO ADDITION.

Do not let your pupils feel that they are taking up an entirely new subject. While multiplication is not identical with addition, yet it has its "genesis" in counting, in addition. Let your pupils see that the 36 Multiplicative Facts are the 36 Addition Facts learned in the second grade, but with the emphasis in that grade not upon the ratio, the times idea in making up a measured quantity. For example, in learning the first additive fact in the second grade $2+2=4$, they measured 4 quarts, or one gallon of sand, by the quart cup, putting 2 quarts in each pile. They counted the number of quarts in each pile and counted the number of quarts in both piles, as they measured them back into the gallon can again. They found that 2 quarts and 2 quarts more made 4 quarts. But the emphasis was not upon the ratio of 4 to 2, or that 2 quarts had to be measured or repeated 2 *times* to make 4 quarts. But now in teaching this same additive fact from the standpoint of multiplication the *ratio* of 4 to 2 or the number of *times* 2 of any quantity has to be repeated to make 4 of that quantity is the main thing to be emphasized. See page 75 in School Arithmetics, Book I.

2. TEACHING THE 36 MULTIPLICATIVE FACTS.

They are:

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| $2 \times 2 = 4$ | $3 \times 3 = 9$ | $4 \times 4 = 16$ | $5 \times 5 = 25$ | $6 \times 6 = 36$ | $7 \times 7 = 49$ | $8 \times 8 = 64$ | $9 \times 9 = 81$ |
| $2 \times 3 = 6$ | $3 \times 4 = 12$ | $4 \times 5 = 20$ | $5 \times 6 = 30$ | $6 \times 7 = 42$ | $7 \times 8 = 56$ | $8 \times 9 = 72$ | |
| $2 \times 4 = 8$ | $3 \times 5 = 15$ | $4 \times 6 = 24$ | $5 \times 7 = 35$ | $6 \times 8 = 48$ | $7 \times 9 = 63$ | | |
| $2 \times 5 = 10$ | $3 \times 6 = 18$ | $4 \times 7 = 28$ | $5 \times 8 = 40$ | $6 \times 9 = 54$ | | | |
| $2 \times 6 = 12$ | $3 \times 7 = 21$ | $4 \times 8 = 32$ | $5 \times 9 = 45$ | | | | |
| $2 \times 7 = 14$ | $3 \times 8 = 24$ | $4 \times 9 = 36$ | | | | | |
| $2 \times 8 = 16$ | $3 \times 9 = 27$ | | | | | | |
| $2 \times 9 = 18$ | | | | | | | |

(a) Teaching fact 1: $2 \times 2 = 4$.

Teacher—Last year we found how to add 2 and 2 of any quantity and found that 2 and 2 of any quantity made 4 of that quantity. Now we are going to find how many times we will have to take 2 of any thing to make 4 of that thing, or how to multiply 2 by 2.

Give each pupil 4 splints. State what you wish them to find. How many times will you have to give me 2 splints in order for me to have 4 splints?

Put your 4 splints into 2 equal piles on your desk. How many splints in each group? Give me one group. How many splints have you given me? How many times have you given me 2 splints? Give me the other group. How many splints have you given me? Now how many times have you given me 2 splints? How many splints have you given me? 2 times 2 splints are how many splints? 2 splints multiplied by 2 are how many splints?

One third reader costs 2 dimes or 20 cents, how much will 2 third readers cost? Here are some dimes and here are some third readers. Come up and buy 2 at 2 dimes or 20 cents apiece. How many dimes did you lay down for the first third reader? How many for the second third reader? How many times did you lay down 2 dimes or 20 cents? How many dimes have you put down? 2 times 2 dimes are how many dimes? How many cents? 2 dimes multiplied by 2 are how many dimes? How many cents?

Give pupils a number of practical problems involving the ratio of 4 to 2. For example: If one horse cost \$200 what will 2 horses cost? If one farm cost \$2,222, what will 2 such farms cost?

(b) Review the process of getting $\frac{1}{2}$ and 4ths of four.

(c) Writing symbols for the operations performed.

See the method suggested for writing symbols for the operations performed in the addition process.

In this application stage of the 2 times 2=4 idea have carefully prepared in your notebook a large number of practical and interesting problems related to the daily experience of the children in the home, upon the farm, and in the school. In these problems the multiplier is to be 2 and no number in the multiplicand is to be greater than 2. For example, if Henry's father pays \$2,222 for one farm, how much money will he have to pay for 2 such farms?

While the pupils are learning the multiplicative process, the processes of addition and subtraction must be used daily. For example, if James's father buys 2 horses at \$222 apiece, 2 cows at \$22 apiece, how much money will he have left in the bank if he has \$3,477? Pupils might state it in this form:

$$2 \text{ horses @ } \$222 = \$444$$

$$2 \text{ cows @ } \$22 = +44$$

$$\text{All cost how much? } \$488$$

$$\text{Amount in bank} = \$3,477$$

$$-\$488$$

$$\text{How much left? } = \$2,989$$

It is only by this continual use of each process learned that the pupils form an intelligent notion of how and when to use the particular process required by the problem. It may require three or even four recitations before the pupils know how to apply intelligently the first multiplication fact in working a given problem.

The steps the pupils should develop, write and apply, in learning the first multiplicative facts are:

$$2 \times 2 = 4$$

$$4 = 2 \times 2$$

$$\frac{1}{2} \text{ of } 4 = 2$$

$$2 = \frac{1}{2} \text{ of } 4$$

In teaching each of the 36 Multiplicative Facts follow the method suggested in teaching Fact 1.

In teaching each multiplicative fact, teach also its correlate. For example, in teaching the second fact, $2 \times 3 = 6$, teach its correlate $3 \times 2 = 6$. Use diagrams, squares, circles, counters, etc., that the pupils may clearly understand the identity of 2×3 and 3×2 .

3. ORDER FOLLOWED IN DEVELOPING THE 36 MULTIPLICATIVE FACTS.

- (a) Developing a working idea of each fact with its correlate, the operations performed by the children themselves with counters and standard units of measurement.

(b) Short and rapid oral drill on the fact developed.

(c) Application of each fact to practical and interesting problems requiring the written form.

In the application of each fact to interesting and practical problems requiring the written form, it is sometimes necessary to use the process involving carrying; for example, in developing the multiplicative fact, 6×7 , in such a problem as this,—Find the number of oranges in 6 boxes if there are 77 oranges in each box. The process involved here is a little different from carrying as learned in addition, as we must first multiply and hold the number to be carried while finding the next product. Make clear to the child why he must add after multiplying by use of objects in working the problem at first, and then form the habit of doing it by drill. See pages 128-132 in the text. Arrangement of the work in multiplying 77 by 6 in the complete form may make clearer the second step in the solution.

$$\begin{array}{r} 77 \\ 6 \\ \hline 42 = 6 \times 7 \\ 420 = 6 \times 70 \\ \hline 462 = 6 \times 77 \end{array}$$

4. MULTIPLYING BY TWO FIGURES.

During the learning of the 36 Multiplicative Facts pupils are not to be given problems requiring multiplication by any number greater than 9. After these facts have been well learned and applied in practical problems, take up multiplication with two or more figures in the multiplier.

(a) Multiplying by 10.

Having learned in the first grade to count by 10s to 100, and having learned the number of 10s in 100, it will not be difficult for them to understand how to multiply any quantity by 10.

(1) Review the tens table through oral problems.

If one apple cost 2 cents, how much will ten apples cost?

If one pencil cost 3 cents, what will ten pencils cost? etc., to 10 cents.

(2) Rapid drill in table.

(3) Application of 10 as a multiplier in written work.

If one tablet cost 5 cents, how much will 10 tablets cost? etc.

If one writing book cost 9 cents, how much will ten writing books cost? etc.

Look over the first problem you have written out. Read your answer. What figure written after the 5 cents changed it to 50 cents? Read your answer in the second problem. What figure changed your 9 cents to 90 cents? In multiplying 5, 9, etc., by 10 what figure did you add to 5, 9? etc. What figure do you always add to the quantity multiplied in multiplying it by 10? In this way lead pupils to see what changes are made in the multiplicand when multiplying it by 10, 100, or 1,000.

(b) Multiplying by any multiple of 10.

After learning to multiply by 10, lead the pupils to understand the process of multiplying by 20, 30, 70, etc. Give drill showing the first and second steps:

23 1st step: Multiply by 3, making 69.

30 2d step: Annex 0, making 690.

690

For further drill and practice see pages 132 and 133 in *School Arithmetics*, Book I.

(c) Multiplying by units and tens.

If pupils clearly understand how to multiply a quantity by any unit to 9, and how to multiply any quantity by 10, or any multiple of 10, they are prepared to understand how to multiply a quantity by units and ten. If John's father buys 69 acres of land at \$33 an acre, how much does the land cost him? How can we show this on the board? Instead of writing it

\$33

$\$33 \times 69$ write it thus: $\times 69$. What is our first multiplier? What do we say first? How many tens in 27 units? How many ones over? Where do we write the ones? What shall we do with our 3 tens? What do we say next? What larger unit in 29 tens? How many hundreds? How many tens over? Where do you write the tens? Where the hundreds? Read the number of hundreds, tens, and ones you get in multiplying \$33 by 9. How many ones or units in 2 hundred, 9 tens, and 7 ones?

We can write our first step thus:

\$33

69

(1) 9 times \$33=\$297

What is our next multiplier? What do you say first? Where do you write it? What do you say next? Where do you write it? When we multiply \$33 by 6 tens, how many tens will we have? We can write our second step thus:

\$33

9

(1) 9 times \$33=\$297—ones

(2) 6 tens times \$33=\$198—tens

How can we change our 198 tens to units?

How many units in 1 ten? How many in 198 tens? What change do we make in the multiplicand in multiplying it by 10? What do we get when we do that? We can write our problem thus:

\$33

$\times 69$

(1) 9 times \$33=\$297—ones

(2) 6 tens times \$33=\$1980—ones

(3) 69 times \$33=\$2277—or ones

How much money does your father pay for his 69 acres of land at \$33 an acre?

Have ready a large number of problems with 2 figures in the multiplier before taking up the multiplication of a quantity by 3 figures.

For helpful suggestions in multiplying a quantity by units and tens, see pages 134-136 in School Arithmetics, Book I.

(d) Multiplying quantities by three or more figures.

Following the method suggested in teaching the multiplication of a quantity by units and tens, it will not be difficult for pupils to understand how to multiply a quantity by units, tens, and hundreds, or by units, tens, hundreds and thousands.

Special attention should be given to multipliers with zeros, as 725 multiplied by 240, and 638 multiplied by 204. Watch carefully the writing of dollars and cents in written statements of problems.

See pages 171-176 in School Arithmetics, Book I, for suggestions.

II. Division

After the process of addition, subtraction and multiplication have been thoroughly grasped by the pupils they are ready to take up division as a distinctive process.

While now the attention of the pupils is to be concentrated upon division as a distinctive process, lead the pupils to clearly understand that they are not taking up a subject unrelated to processes already familiar to them.

1. RELATION OF DIVISION TO MULTIPLICATION AND SUBTRACTION.

"As multiplication has its genesis in addition, but is not identical with it, so division has its genesis in subtraction, but it is not identical with it. Division is the inverse of multiplication, just as subtraction is the inverse of addition. Further, as in multiplication, both factors are the expression of a measured quantity, and are interchangeable, so in division either of the factors (divisor and quotient) which produce the dividend can be interchanged with the other. In multiplication, for example, we have $4 \text{ feet} \times 5 = 5 \text{ feet} \times 4 = 20 \text{ feet}$; and the inverse problem in division is, given the 20 feet, and either of the factors to find other factors. We solve the problem not by subtraction, but by the use of the *factor* or *ratio idea*." Division, then, is the operation of finding either of the two factors when their product and the other factor are given. From the standpoint of multiplication 20 feet is a product of two factors; but from the standpoint of division 20 feet is a dividend, and knowing one of these factors, we are to find the other.

Knowing the relation of the factors in multiplication, the pupils will have but little difficulty in understanding the operation of division and be able to interpret the result in each particular case.

2. STARTING WITH WHAT PUPILS ALREADY KNOW.

In learning the 36 Multiplicative Facts and their correlates the pupils have learned that:

$$2 \times 2 = 4$$

$$2 \times 3 = 6 \text{ and } 3 \times 2 = 6$$

$$2 \times 4 = 8 \text{ and } 4 \times 2 = 8$$

$$2 \times 5 = 10 \text{ and } 5 \times 2 = 10$$

$$2 \times 6 = 12 \text{ and } 6 \times 2 = 12$$

$$2 \times 7 = 14 \text{ and } 7 \times 2 = 14$$

$$2 \times 8 = 16 \text{ and } 8 \times 2 = 16$$

$$2 \times 9 = 18 \text{ and } 9 \times 2 = 18, \text{ etc.}$$

Give pupils a rapid review of these first multiplicative facts and their correlates, using their products as dividends from which to begin the process of division.

Teacher—In learning our first Additive Fact what did we find? That 2 added to 2 makes 4.

In learning our first Multiplicative Fact what did we find? That 2 of anything taken 2 times makes 4, or that 2 multiplied by 2 makes 4.

Today we are going to find how many 2s in 4 of anything or how many times 4 contains 2.

(a) First Step—Actual Measurement by the children.

In a line 4 inches long how many times can you measure off 2-inch lengths?

With your foot-rule draw on the board a line 4 inches long and divide it off into 2-inch lengths. How many 2-inch lengths in 4 inches? How many times does 4 inches contain 2 inches?

In a line 4 feet long how many 2-feet lengths can you measure off? With your foot-rule draw a line on the board 4 feet long, and measure it off into 2-feet lengths. How many 2-feet lengths in 4 feet? How many times does 4 feet contain 2 feet?

In a line 4 yards long how many 2-yard lengths can you measure off? With your yardstick measure off on the floor 4 yards and divide it into 2-yard lengths. How many 2-yard lengths in 4 yards? How many times does 4 yards contain 2 yards?

If you measure out your gallon of sand with this quart cup, putting 2 quarts in each pile, how many 2 quarts can you measure out? Measure out this gallon of sand with your quart cup, putting 2 quarts in each pile. How many 2 quarts in 4 quarts? How many times did you take out 2 quarts?

Instead of saying measure 4 inches by 2 inches, measure 4 feet by 2 feet, measure 4 yards by 2 yards, etc., we can say 4 inches divided by 2 inches, 4 feet divided by 2 feet, 4 quarts divided by 2 quarts, etc.

Four of any quantity divided by 2 will always give us what number?

(b) Second Step—Writing Symbols for the Operations Performed.

See the method suggested for writing symbols for operations performed in addition and multiplication.

(c) Third Step—Application of Division idea.

Here are 44 splints. How many groups with 2 splints in a group can you make? Measure or divide your 44 splints by 2 splints. How many piles have you? How many times does 44 splints contain 2 splints?

Show with figures on the board what we have done. Always require pupils to state what the problem is, and what they wish to find by working it, before allowing them to undertake to work the problem. The failure to train them to this habit leads to the habit of juggling with figures.

Here are 444 splints. How many groups with 2 splints in a group can we make? Measure or divide your 444 splints by 2 splints. How many groups of 2 splints have you? How many times did you measure or divide 444 splints by 2 splints? Show with figures on the board what we have done with our splints.

In 444 how many hundreds, tens, ones? What do you say first? 4 hundred divided by $2=2$; what next? 4 tens divided by $2=2$; what next? 4

ones divided by $2=2$. What did you want to find? How many groups of 2s did you find? How many times does 444 splints contain 2 splints? How did you find it? Divide 444 splints by 2 splints.

In 4,444 splints how many groups with 2 in a group can we make? How many times does 4,444 contain 2? Let them work this problem without the use of objects?

Have a large number of practical problems in which the dividend is composed of 4s and the divisor 2.

In the problems cited above the attention of the pupils has been largely directed toward finding the number of groups and the number of times the dividend has contained 2. But while there are not two kinds of division—division and partition—yet two interpretations may be given the result, depending upon the requirements of the problem. For example, pupils may be required to measure 44 splints by 2 splints to find the number of groups or the number of times 44 splints contain 2 splints; or they may be required to divide 44 splints into 2 equal piles, to find the number of splints in each of the 2 piles. In the first process, using the concrete divisor 2 splints, they find there are 22 groups of 2 splints in 44 splints, or that 44 splints contains 2 splints 22 times. In the second process, using the abstract divisor, 2 piles, they begin by putting 1 splint in each of the 2 piles, repeat the operation until the 44 splints are counted out. They then count the number of splints in each of the 2 piles and find the number to be 22 splints. In the first case, dividing by a concrete divisor, they find the number of groups or times to be 22—in the latter case, dividing by an abstract divisor they find the *number of splints* in each group to be 22. In both cases the mental process is the same.

Before undertaking to work any problems in division train the pupils into the habit of ascertaining clearly whether they are to work the problems to find the *number* of groups or the number of times the dividend contains the divisor, or whether it is the *number* in each *group*—the numerical value of the quotient.

With each type of problem give a large number of interesting and practical problems. This list of problems, like the list suggested under addition and multiplication, should be systematically kept in your notebook.

Teach by objective lessons the meaning of division, dividend and quotient. Insist upon the correct use of each. Give problems with remainders and drill on checking results.

In written form of short division place on the board problems showing process in the simplest form until the different steps in the solution are understood. For example, in the division of 438 by 5, present in this way:

$$\begin{array}{r} 5 \overline{) 40 \text{ tens } 35 \text{ units } 3} \\ \underline{ 8 \text{ tens } 7 \text{ units } 3 \text{ remainder}} \end{array}$$

For helpful suggestions in teaching division, see pages 139-144 in *School Arithmetics*, Book I. Have a number of arithmetics of similar grade on your desk for supplementary and practice work.

3. ORDER FOLLOWED IN DEVELOPING THE IDEA OF DIVISION.

- (a) Start with what the pupils already know; begin with the first multiplicative fact, $2 \times 2 = 4$.

- (b) The first step in the process is to be actual measurements made by the children with the use of counters and standard units of measurement.
- (c) With these operations give interesting oral problems which you have carefully collected in your notebook.
- (d) Teach the written form for the operations made with objects.
- (e) Application of the division idea in practical and interesting problems, requiring the written form. In the first division fact these problems *are not* to use figures beyond 4s, e. g., 44, 444, 4,444.
- (f) At first give the problems in which they are to find the same factor each time. Whether it be (1) to find the number of groups in the dividend or the number of times the dividend contains the divisor; or whether it be (2) to find the *number* in *each* group—the numerical value of the quotient.

Problem for the Teacher

What do you consider of most value in the number experiences of the pupils this year and what parts of the work outlined here are essential and should be accomplished before the pupils are promoted to the fourth grade?

GRADE FOUR

OBJECTIVES

Pupils should complete Book I of the School Arithmetic series in this grade. Chapters IV and V contain the work specifically outlined for the fourth grade. Upon completing the year's work they should have the ability to add a column of figures of three or four places quickly and accurately. They should have acquired automatic memory results in the multiplicative facts and the tables through the twelfth; and should have acquired the ability to read and write numbers within six and seven orders; to use the four processes accurately, and with a fair degree of rapidity within the field of integers; to solve problems within the range of their experience involving these processes. They should know what particular operations are to be employed without having to be told that they are to add, subtract, multiply or divide. They should be able to handle with ease the facts of denominate numbers and to use simple fractional forms intelligently. They should know Roman numerals to meet any need in reading dates found on public buildings, monuments, and on the title-pages or covers of books and periodicals. They should be able to check results in adding, subtracting, multiplying and dividing so as to be absolutely accurate in computation.

METHOD OF PROCEDURE

Review carefully the work of the third grade before taking up the work outlined for the fourth grade. Make a thorough review if it takes four or five weeks or even longer.

The Review Should Include:

1. Reading and writing numbers as far as millions.
2. Rapid review of the 36 facts of addition, applying them in practical problems of addition and subtraction of quantities to thousands.

3. The 36 multiplicative facts, applying them in working interesting problems employing multipliers of one, two and three figures.

4. Simple problems in short division, using divisors from 1 to 10.

This review should not be a monotonous grind, a wasting of the pupils' time and effort and destroying interest, but it should be vital and spirited, characterized by thoroughness, rapidity, and accuracy. For suggestions, see pages 293-296 of the general outline.

There must be a great deal of drill—mechanical drill—in this grade. Speed and accuracy in handling the mechanics of arithmetic in the four fundamentals may be acquired through long practice. *Checking results* helps to attain accuracy in computation if one has the habit of checking all work in the mechanics of the four processes. This habit should be established by practice.

How to Check

ADDITION—By adding columns of figures in reverse order.

SUBTRACTION—By adding subtrahend to the difference to see if it produces the minuend.

MULTIPLICATION—Go over the work a second time.

DIVISION—By multiplying the quotient by the divisor and adding the remainder, if any.

Oral work should be emphasized much more than written. Each recitation should provide for oral work of some kind—drills on tables, addition, multiplication, measures and their applications; drills fixing the form of simple processes in solving one-step problems; and drills in problems without figures.

In all written work try to attain high standards of accuracy and speed in operation by giving a great amount of practice, and to develop the reasoning power by making clear just how and why the particular form of solution in mechanical work is used. A clear understanding of what is to be done and how to proceed is necessary to progress.

In the study of fractions in this grade, give the preparation as suggested in the grade outline before assigning them a lesson in the text-book. Make haste slowly in laying your foundation. It may require several days of preparation before they are prepared to study a lesson assigned in the text. Supplement the oral work suggested with the work outlined on pages 40-45, 101-108, 150-151, 195-207, and 235-256. Base each new process upon operations actually performed by your pupils themselves with objects and units of measurements.

While the attention of pupils is to be definitely focused upon the development and application of the fraction idea to problems employing the four fundamental operations, yet these operations are not to be omitted in the working of problems using integers or whole numbers. The addition, subtraction, multiplication and division process with integers or whole numbers must be emphasized daily.

Use only such drills from the texts as are necessary to keep fastened in the minds of your pupils the particular operation illustrated by the particular drill outlined. Select your work in proportion to the needs of your class. Do not leave a process until it is thoroughly understood.

Use of well-known standard tests in computation and in reasoning ability supplements the use of the tests given in the text and insures means of attaining satisfactory grade standards. The Courtis Standard Tests, Woody Tests, the Studebaker Practice Exercises, Stone Reasoning Tests and Monroe's Tests of Reasoning Ability are practical helps in securing the greatest efficiency and satisfactory results in class work.

GRADE OUTLINE

I. Long Division

Long division is the special work of the year. Start with what the pupils already know. Therefore, start the work with simple and interesting problems in short division. See page 181 in text. This is the best interpreter of long division. This plan enables the pupil to see that he is not taking up a new and isolated process, but simply a more difficult phase of the same process he is already familiar with.

The division tables have been used with the multiplication tables. See pages 78, 81, 85, 87, 89, 91, 93, and 95. As an immediate preparation for long division, take an example like the following: If a farmer buys pigs at \$4 each, how many can he buy for \$3,684? Recall the mode of dividing in short division and review the explanation. See pages 139-144 in School Arithmetics, Book I.

The written form in long division should be emphasized. Division is more difficult than addition, subtraction or multiplication because it involves not only division but multiplication and subtraction in the process. Use very simple and easy problems to introduce and impress the form and different steps in long division. See page 183 in text-book.

If the pupils have been led to understand that division is simply the inverse of multiplication and if they have been properly taught to multiply any quantity by 10 or any multiple of 10, division by 10 or any power of 10 will be as easy as multiplication by any power of 10. See pages 177 and 180 in text.

After giving a number of practical problems, using as divisors numbers consisting of a digit and one or more ciphers, as 20, 30, 200, 500, etc., use simple divisors, as 21, 31, 51, 202, or 411. These divisors are used at first because "they are almost always contained in the dividend as many times as their first figures are contained in the first figure or figures of the dividend, and the work becomes simple." After they have worked a number of practical problems using these divisors, the pupils are then prepared to use such divisors as 11, 12, 15, 18, 84, 230, etc. The form and various steps in the solution are now known, so a great deal of drill should be given to gain accuracy and speed in the process. See pages 188, 190, and 217 in the text. Time tests are useful in promoting accuracy and speed.

Provide drill on problems which have a zero in the quotient. See page 186 in the text. Check up or prove that result is correct in long division problems with or without remainders. See pages 190 and 194 in the text.

Terms in division—the divisor, dividend, quotient, and remainder—should be understood and correctly used. The term "15 is *contained* in 105" should be used in the process, and not "15 goes into 105."

Long division of problems using dollars and cents should be given attention. See that the use of the decimal point is understood. Teach checking results in these problems. See page 219 in the text.

The exercises in the texts which provide means of using what has been learned in the drill work should be suggestive in applying this knowledge to everyday needs. See pages 186, 187, 191, 193, 220 in the text. It is a good plan to have other arithmetics of similar grade on hand for supplementary and practice work. However, these should be suggestive only, as the best place to secure material for study is from the child's daily experiences—activities of the home, neighborhood or school needs.

II. Fractions

1. *Relation of fractions to whole numbers.* In beginning the study of fractions, let your pupils see that they are not taking up a new subject, but now are simply concentrating their attention upon a process they have already been using. In learning the first multiplicative fact, $2 \times 2 = 4$, they took, for example, four quarts or one gallon of sand. This to them was at first an unmeasured quantity, but with their quart cup they measured this gallon of sand, putting 2 quarts in a pile and finding the number of *times* they had to measure out 2 quarts to make the 4 quarts or gallon. They learned that 2 quarts had to be repeated 2 times to make the 4 quarts. They, thus, found that what was to them at first a rather vague quantity became a definitely measured quantity. This is essentially the process of fractions. "Fractions, therefore, are not to be regarded as something different from number, or at least a different kind of number, but are the more complete development of the idea implied in all stages of measurement," for the process of forming a whole is a process of taking a part so many times to get a complete idea of the quantity to be measured; and at any stage of the operation what is reached is both an integer and a fraction, an integer in reference to the parts counted, but a fraction in reference to the measured unity. For example, the pupils measured a gallon of sand by 2 quarts, i. e., putting 2 quarts in a pile and counting the piles. They found that they had 2 piles or parts with 2 quarts in each pile or part because a whole with reference to itself, but with reference to the 2 piles or whole gallon of sand each part or pile was $\frac{1}{2}$. Now this $\frac{1}{2}$ gallon of sand is itself a whole, a definitely measured quantity; but it is a fraction as regards the standard of reference—the one gallon. Hence, pupils should see that there can be no measuring of quantities without fractions at any given stage of the operation, and the fraction is simply the expression of a definitely measured quantity.

2. *The starting point.* Start with what the pupils already know. _

In learning the 36 multiplicative facts, as $2 \times 2 = 4$, $2 \times 3 = 6$, etc., the pupils have formed the "fractional habit" by getting the fractional parts of quantities represented by 4, 6, 8, etc., through the use of counters and standard units of measurement. Therefore, start with this fractioning habit the pupils have already formed in the lower grades. Review rapidly the process of getting halves of quantities through the use of standard units of measurement, such as the pint, quart, and gallon cup; the peck and the bushel; the foot and the yard; and the ounce and the pound. For, as in integers, so in the teaching of fractions, the idea and process of measurement should be ever present.

For helpful suggestions in using the standard units of measurement in reviewing the fractioning process, see pages 37-54, 99-108, 145-154, 195-208, 222-224, and 228-234 in the text.

3. *Writing symbols for the operations performed.* Since pupils have learned how to show with figures the operations performed with objects in the four fundamental processes of addition, subtraction, multiplication and division of integers, there is nothing new for them to learn in showing with figures the operations performed with units of measurements in the fundamental operations in fractions. The terms numerator and denominator should be used properly—the chief thing to be considered is that the measuring should be understood by the pupils.

While there may be some addition and subtraction of simple fractions as needs arise, yet there should not be a formal study of the fundamental processes in fractions as outlined on pages 235-256 in the text, except with the advanced classes. With the advanced classes follow the work as outlined in the text, pages 235-254, supplementing and adapting to the interpretation of daily experiences as the needs of the pupils suggest.

BILLS AND RECEIPTS. The work as outlined in the text suggests a practical use of arithmetical knowledge gained. Pupils should be encouraged to present personal bills and receipts for the same. Give attention to correct form as well as accuracy in computation.

EXAMPLES.—(a) Each pupil make out a statement of the cost of texts and supplies bought at the beginning of the term and present a receipt for the same.

(b) Plan a trip to the State Capital and present an expense account for the entire cost of the trip.

(c) Keep a record of earnings and expenditures for a period of time, and determine balance in account.

(d) Explain process of depositing cash in the bank and of checking on account.

To the Teacher:

How far has each of your pupils advanced in the mastery of and the ability to apply the principles of arithmetic for this grade?

(a) Do they know the essentials of the work in preceding grades necessary to proceed with accuracy and speed?

(b) Are they independent in the application of arithmetic to the solution of problems within their range of comprehension?

(c) Have they developed desirable attitudes toward attacking a problem and working it out?

(d) As an outcome of the year's work, do you observe right habits of study and an increased interest in everyday problems on the part of your pupils?

GRADE FIVE**OBJECTIVES**

In this grade pupils should be able by the end of the year to work any problem to page 163 in *School Arithmetics*, Book II. Before taking up this book it will be necessary for the class to begin the study of fractions in Book I. See the grade outline.

They should have acquired the ability to do the work as outlined below.

1. The ability to add a column of figures of four and five places accurately and rapidly.

2. An accurate memory of the multiplication tables through the twelfth line.

3. Integers. The ability to work any practical problem common in the daily life of the community involving the four fundamental operations.

4. Common Fractions. The ability to work problems common in the daily life of the community, involving the four fundamental operations. Apply to problems relating to purchases and to investments.

5. Decimal Fractions. The ability to read and write decimals to the fourth and fifth place. Understand the relations of Common to Decimal Fractions. How to reduce Decimal to Common Fractions. Understand the decimal equivalents of the business fractions. The ability to work problems common in the daily life of the community, involving the addition, subtraction, multiplication and division of decimals.

How to handle business denominate numbers—those actually needed in practical life situations, and to use proper forms for bills, receipts and checks.

METHOD OF PROCEDURE

Review carefully the work done in the fourth grade before taking the work outlined for the fifth grade. The review should include:

1. Counting by 3s, 6s, 7s, 9s, and 12s to 100 as a rapid review of addition. Adding columns of figures.

2. Review of the multiplication tables.

3. Integers. Rapid drill in review of the four operations. Abstract and concrete problems involving these operations. Emphasize checking results or proof of work, and accuracy and speed.

4. Long division. Concrete and practical problems common in the daily life of the pupils.

5. Practical problems in linear measure, capacity measure, weight measure, and dry measure. Sufficient time should be spent in measurements to fix the work already covered in these subjects and prepare for additional work of larger scope.

6. Common Fractions. The fractional process, how to get a fractional part of a quantity; the terms of a fraction—the numerator and denominator, how to derive each through actual measurements, the use of each; the addition

and subtraction processes employed in simple problems. It may require four or five weeks to make the review effective. The advancement of the pupils, however, is certainly determined by the effectiveness of the review.

In beginning the new work in this grade emphasize quality of work done rather than quantity of ground covered. Go slowly. Let each new step taken, each new rule developed, be based upon operations performed by the pupils themselves, with counters and standard units of measurement. Checking up results and proving that the process is correct is important. Make the work practical, and relate it to the life of the community. Data for problems should be gathered on the line of work and projects in which the community and the class are most interested.

In teaching common fractions, care should be taken not to use too many exercises involving large and unusual fractions, but the emphasis should be upon fractions in general use in the business world. These rarely include fractions with denominators other than 2, 3, 4, 5, 6, 8, 10, 16, and 32.

A great deal of the work should be oral. Give frequent five-minute drills in rapid and accurate addition; give frequent five-minute drills on practical problems involving the four fundamental operations with whole numbers, and in the latter part of the year encourage the child to perform simple problems in common and decimal fractions without the aid of pencil and paper.

The pupils' time should not be wasted in unnecessary mechanical drill after the foundation in that particular topic has been carefully and successfully laid, but at the same time have due regard for their thoroughness in subjects gone over.

GRADE OUTLINE

I. Common Fractions

While fractions are to be taken up the latter part of the fourth grade, yet, because of the long vacation, it may require several weeks to bring them to the point reached at the close of the previous session. If the pupils failed to get a good foundation laid in the fourth grade, then on taking it up again in the fifth grade, follow the method suggested in taking it up for the first time in the fourth grade, i. e., using counters and actual measurements as a basis for each step taken. If, however, the pupils seem to have an intelligent notion of the fraction process, the terms of a fraction, and the use of each, then it will not require much objective work to redevelop these points.

It will probably be necessary to use School Arithmetics, Book I, to begin this work, taking up the study of fractions on page 235 and completing the study to page 256 before Book II is given the class, and a continuation of this subject on pages 43-104 of School Arithmetics, Book II, is made. Before beginning the subject of Decimal Fractions on page 133 of School Arithmetics, Book II, the pupils should be able to work any problem in any topic given in this book to page 133.

II. Decimal Fractions

In taking up this subject, lead your pupils to see that they are not taking up a new process unrelated to what has gone before. The pupil is already somewhat familiar with the subject from his work in dollars and cents, this having been begun in the primary grades. What he now needs is to extend

the concept to cover measures in general. The work, therefore, should grow out of: (1) The pupil's knowledge of ten as an instrument of measurement, (2) his knowledge of dollars and cents, (3) his work in common fractions, and (4) the need for decimals in connection with measurements.

1. THE STARTING POINT. Start with what the pupils already know.

Counting. In the lower grades the pupils have learned to count by 1s to 10, by 10s to 100, by 100s to 1,000, by 1s to 100, and to 1,000. Therefore, begin with the work with the pupils' knowledge of counting.

2. STEP ONE—REDEVELOPING A NOTION OF ONE-TENTH. Through the use of counters, review the process of getting one-tenth of a quantity, and have pupils write it as a common and as a decimal fraction.

Have a large bundle of 100 splints with a band around it. This large bundle is to be made up of ten smaller bundles, each bundle having ten splints with a band around it.

Teacher—We have here a big bundle of splints made up of a number of smaller bundles. We want to take off the band and find the number of smaller bundles it contains. Johnnie, come to the front and take off the band and count the number of smaller bundles it contains. How many small bundles? 10. When we break a quantity up into 10 equal parts, what part of the whole quantity is each part? What name do we give to each part? One-tenth. Hold up one-tenth, two-tenths, three-tenths, etc. How many tenths in the whole bundle? Hold up one-tenth and write one-tenth on board. Hold up two-tenths and write two-tenths on board, etc., to ten-tenths. Today we are going to write one-tenth of anything in a new way. We can write one-tenth thus: .1; two-tenths, .2; three-tenths, .3; four-tenths, .4. Compare this new way with our old way of writing one-tenth and see what difference you notice. Compare the old with the new way of writing two-tenths, three-tenths, four-tenths. Notice the dot before the one-tenth, two-tenths, three-tenths, and four-tenths. It looks like a period, but we are going to give this point a new name and call it a Decimal Point. Look at your one-tenth again. What name do you give the point before the 1, the 2, the 3, and the 4? Hold up five-tenths of your splints. Write five-tenths the old way; the new way. Hold up six-tenths. Write six-tenths two ways, etc., to ten-tenths.

Have pupils now put the 10 bundles into the big bundle again and let them see how *many times* larger this large bundle is than any one of the small bundles comprising it.

In taking up Book II, follow the order of topics as outlined in this book. Supplement the drills and problems as necessary for thorough mastery of the topic. The amount of drill work you find it necessary to require under each topic and section must be determined by your judgment as to your pupils' needs.

To the Teacher:

Before promoting the pupils to the next grade, can you state the outcomes for each in the year's work, and whether or not they have met the requirements outlined at the beginning of this section?

GRADE SIX

OBJECTIVES

Thoroughness in the four fundamental operations: A thorough knowledge of the four fundamental operations in their application to fractions; ability to work any practical problem in fractions common in the daily life of the community; a thorough knowledge of decimal fractions and the ability to work any practical problem common in the daily life of the community; a working knowledge of denominate numbers, and percentage in its practical applications to commercial discount, profit and loss and interest.

By the end of the year the child should be able to work any problem in School Arithmetics, Book II, from page 163 to page 290, and have the ability to apply to everyday problems the principles involved in the facts and processes presented in this section of the text.

METHOD OF PROCEDURE

Review the work of the previous grades in as many different ways and with as many new applications as possible, that this review may not be a monotonous grind, but interesting and stimulating.

This review should include:

1. Rapid and accurate addition of columns of figures of four and five places.
2. The multiplication table through the twelfth line.
3. Give many practical problems common in the daily life of the community employing the four fundamental operations.
4. Common Fractions. Give many practical problems common in the daily life of the community employing the four fundamental operations.
5. Decimal Fractions. While the pupil studied decimal fractions in the simple form in the fifth grade, yet the long vacation makes necessary a careful and thorough review of this subject.
6. Denominate Numbers.

It may require four or five weeks for this careful review and before the pupils are able to take up the work in Book II where they left off at the close of the previous session.

On entering the sixth grade, the pupils are more mature, have greater power of thought and are growing in their ability to do independent thinking. They can, therefore, grasp the further development and application of these subjects more quickly and easily than before. They are now not only "respective, but are becoming analytic in mind." They want to know the reason for things. They are no longer satisfied to know that in division of fractions, for example, you invert the terms of the divisor and multiply. But they want to know *why* this is so. They want the proof of things, and you should prepare yourself to meet this demand.

GRADE OUTLINE

I. Percentage and Its Application

In the sixth grade percentage will be taken up for the first time. Let not your pupils feel that this is an entirely new subject without vital relation to any subject previously studied.

Relation of Percentage to Fractions. "In the growth of number as measurement percentage presents nothing new." In previous grades pupils have formed the habit of measuring quantities off into fourths, thirds, tenths, twelfths, etc., and practically the only difference between this way of measuring off quantities and the method they are now to use, is that they are now to measure off quantities by hundredths instead of into any other possible number of parts.

"Percentage is but another name for fractions, and, therefore, all problems in percentage involve simply the principles discussed in fractions, and may be solved by direct application of these principles."

Start with what the pupils already know.

Teacher—How have we learned to get one-half, one-third, one-fourth, one-fifth, etc., of anything? In studying decimals, how did we get one-hundredth of anything?

If this is quite clear to the pupils, objective work may not be necessary. The use of objects is indispensable in the earlier grades in taking up each new topic and each new process, but "do not continue and end with things."

But if your pupils do not thoroughly grasp the idea of measuring off quantities into hundredths, it may be well to use objects for a short time in the first stages of the development of this topic.

Have a bundle of 100 splints with band around it.

Teacher—How can you get 2 hundredths of this bundle of splints? Do this. How many splints in 2 hundredths of 100 splints? How many splints in 5 hundredths, 60 hundredths, seventy-five? etc.

Have two large bundles of 100 single splints each.

Teacher—How can you get 2 hundredths out of each of these bundles? Do this. How many splints have you? How many splints are 2 hundredths of 200 splints? How would you get 3 hundredths out of each of these bundles? Do this. How many splints are 3 hundredths of 200 splints? How many splints in 4 hundredths of 200 splints? etc.

Have three bundles of 100 single splints each.

Teacher—How can you get 2 hundredths out of each of these bundles? Do this. How many splints in 2 hundredths of 300 splints? How many splints in 3 hundredths of 300 splints? In 5 hundredths of 300 splints?

What new name do we give to our operation when we break a quantity into hundredths each time and 2, 3, 4, 5, or any number of them? When we broke our quantities into tenths each time, what name did we give our operation? Decimals—a Latin word meaning tenths. Now that we are breaking our quantities into hundredths each time, we are going to use another Latin word, per centum, which means hundredths. We use a shortened form and call it *per cent*. Using our new terms per cent or hundredths,

instead of saying 2 hundredths of 100 splints, what can we say? 2 per cent of 100 splints; 2 per cent of 200 splints, etc.

After having developed this general notion of the *meaning* and nature of the per cent idea, have your pupils begin the study of this subject on page 163 of School Arithmetics, Book II, and follow the order given in the text.

II. Interest

"The pupils having learned the meaning and use of the term *per cent*, should find very little difficulty in the subject of Interest. However, in the problems of interest and kindred commercial work pupils frequently fail; but this is due not so much to their inability to understand the underlying process as a want of accurate knowledge of the terms used and of acquaintance with the business forms involved." Therefore, in taking up the application of arithmetic to commercial work, be sure that the pupil clearly understands all such forms.

Study School Arithmetics, Book II, beginning on page 186, and follow the outline of work as given here and on page 191.

III. Practical Measurements

Begin this work with a review of what the pupil already knows, and he will enjoy the experience of extending this knowledge and applying it to practical uses, as drawing to a scale, outdoor measurements in construction work, and conditions and situations in the community life in which he is vitally interested.

First, review the denominate tables on pages 106-114 of the text, and then follow the outline of the text, pages 201-234.

How to Solve Problems.

This is one of the most important topics in the year's work, and should receive emphasis as a matter of economy of time. The teacher should study this topic and assign for class work or individual study only such parts or sections of the text from pages 231-256 as will be of practical value to the pupils. Take up certain phases as might strengthen the weak places in the ability of the pupil to interpret and solve problems. This section on How to Solve Problems may be used as a part of the review, or checking up on practice and habits in dealing with arithmetic.

The General Suggestions on page 237 of the text, the short methods in multiplication and division, the discussion on analysis and interpretation, the industrial problems, and the stating of a problem in one step, are all helpful.

To the Teacher:

Do you think your pupils have realized the objectives necessary to have the good foundation on which to build the work of the next grade?

(a) Are they thorough in the fundamental operations in their application to integers and fractions?

(b) Have they developed the ability to analyze a problem, stating, (1) what is given, (2) what is to be found, (3) the proper solution of the same?

(c) Have you discovered the reasoning capacity of the individual pupils and the extent to which they are able to respond in analyzing and solving arithmetical problems in daily life outside the school?

(d) Enumerate evidences of your success in administering the course of study for this grade.

GRADE SEVEN

OBJECTIVES

Accuracy and facility in simple computations and a working knowledge of a few practical applications of arithmetic—the power to apply what has really been learned in the preceding grades.

An accurate and ready knowledge of:

1. The fundamental processes with integers, common and decimal fractions, and denominate numbers so far as needed for fractional use.
2. Percentage as applied to profit and loss, discount and interest, notes, bills, receipts, etc.
3. Practical measurements.
 - (a) Measuring acres, volumes, lumber and other materials for building purposes, plans for laying off school grounds and flower plots, for construction in woodwork, for buildings of simple construction.
 - (b) Reading the gas and electric meters.
 - (c) Ratio and proportion; measuring heights and distances.
 - (d) Practical expense accounts and forms for pay rolls. The ability to work any problem in School Arithmetics, Book II, pages 291-438. Partial payments on pages 366-367 may be omitted.

METHOD OF PROCEDURE

Since the work of the seventh grade is largely a review, it is essential that the method of procedure be stated in connection with the exercises outlined for the grade. (See section following—Grade Outline.)

Care must be taken to give proper motivation to the different exercises, so the child will not feel that he is simply going over again the work he has had before. Application of the principles already taught to the present-day situations in which the child finds himself and in which he is vitally interested will furnish sufficient motive for an enlarged and broader experience in arithmetic. Pages 413-429 in the text will furnish suggestions for accumulating data for problems from community life. These pages also furnish ready material for practice, which may be supplemented from the pupils' own interest and experience.

Do not teach arithmetic as an end in itself. It is an accurate means for measuring, clarifying, and understanding each subject taught; it is a vital means for accurately solving the problems arising in the daily life of the community. And apart from its vital relation to the other subjects in the course of study, and apart from its vital relation and practical application to the problems of daily life, arithmetic cannot justify the time given to it in a course of study.

1. Its practical application to the other subjects in the course of study. As an accurate instrument of measurement, arithmetic becomes an important phase of the larger topics in geography, history, science and agriculture. "Just as language, though a separate study, is present vitally in every subject, so arithmetic, though distinct, is omnipresent in all subjects. And, if number, like language, is not present in every study, there is a serious weakness and defect. In the grammar school, arithmetic should focus upon the same large and important topics as the other studies. Such is the arithmetical treatment of irrigation in studying the geography of the Western States; the corn, cotton, tobacco production, sale and shipment in studying the geography and agriculture of the Southern States," etc.

2. Practical application to daily life. The final test of your arithmetic teaching will be found in your pupils' ability to apply their knowledge to an accurate solution of the problems, whether large or small, common in their daily life. No text-book can adequately supply the problems common in the daily life of your particular community. Therefore, use your own initiative, your own efforts, in collecting practical problems and projects of some scope from the industrial life in your community, to supply this need. For example, the cotton mill as a type: "Cost of raw cotton, expense for buildings, machinery, and equipment; number and wages of employes; losses from wear and tear, fires, insurance, selling and distribution of goods; collections." Take pupils to visit and study the cotton mill before giving them problems.

If you teach in the country, collect and keep in a systematic way practical problems common in the life of that community upon the farm, in the shop, or in the home. For example, farming as a type: Value of some particular farm the pupils are thoroughly familiar with; value of land, rents, cost of stocking with animals and farming implements, cost of barn, fences, wells, windmills, sale of products; profit on the whole investment.

"Sawmill and planing mill: Cost of machinery and mill, supply of logs from the woods, expense for labor and repairs, how economy is practiced in using up waste material, sale and shipment of lumber and finishing material contracts for buildings." Take pupils to visit and study carefully the sawmill at work before giving them the problems.

Take arithmetic outside of the text-book. Have the pupils use it as an accurate instrument of measurement for calculating accurately the cost of flooring, roofing, plastering, and painting the schoolroom in which they sit.

Take it out in the yard and with a pole a rod long have pupils measure its area and calculate the cost of encircling it in shrubbery; take it out in the field and with a tape line have them form a definite notion of an acre of land; take it out in the cornfield and have pupils estimate the yield of corn on an acre by counting the number of ears for a given number of feet on an average row, "reckoning 140 ears to the bushel." Have pupils keep an accurate account of the cost of labor and of fertilizer used on the prize acre, and estimate the total profit per bushel. Take the arithmetic out of the book into the cotton field and have pupils "estimate the amount of seed and lint cotton per acre, if the rows are four feet wide and if a plant containing sixty bolls could be raised every three feet in a row."

3. Continuity of arithmetic. Growth in the mind of the pupil is one continuous process in which there are no unrelated, distinct, and separate topics.

Likewise, arithmetical growth in the mind of the pupil must be one continuous process in which the pupil is to be made definitely conscious that each topic or principle studied is the natural outgrowth from the preceding topic or principle studied. In failing to grasp this vital truth, you will render your work ineffective. Your pupil will feel that in each successive step in his work he is approaching an entirely new and foreign subject, when in reality he is simply encountering a new phase of that with which he is already familiar. For example, if you regard fractions as having no connection with whole numbers, or, indeed, not even to be classed as numbers, will it be any wonder that when your pupils come to fractions they are utterly bewildered, separated as they are from their former number experience by a chasm which they cannot bridge? If you regard common fractions, decimals, and percentage as separate and unrelated topics, will it be any wonder that these topics will become a rather chaotic mass in the minds of your pupils?

The child learns with what he has already learned, and can learn in no other way. And, "If there is nothing in what he has already learned that is closely connected with the new matter, or if his knowledge is only vaguely connected with it, then learning in the true sense of the word cannot take place." It is only by basing each new lesson learned vitally on the lesson previously learned in the subject, that your pupils will be able to do any real thinking and acquire the habit of working things out for themselves. But in the text-book these vital relations are unseen and invisible. It is largely for these reasons that we have attempted in a general way in this course of study to indicate the relation of each particular topic to the preceding topic.

"Merely going through the text-book without picking up the strings and tying things together in the minds of the pupils is to fail at the most essential point."

GRADE OUTLINE

This is the last year of the elementary grade work and pupils are to complete *School Arithmetics*, Book II. The work for this grade begins on page 291, chapter V, and presents first a review of the work of previous grades to page 315, where the review is continued, together with new features of certain topics not presented before. Follow the order outlined in the text, supplementing the material as needed by the class.

This year must be largely a review and a fastening in the minds of the pupils, through a wider and more practical application to the affairs of their daily life, the principles and processes of arithmetic studied in previous grades.

In the preceding grades the pupils have studied the four fundamental processes of addition, subtraction, multiplication and division with integers, common and decimal fractions, percentage and simple interest, with their various applications. At the beginning of each session we have urged a thorough review of subjects studied in the preceding grade.

Now the pupils are ready for a complete review, so that they may have a more thorough grasp, not only of the processes employed in their problems, but in a more mature way the principles underlying the processes.

THINGS TO BE EMPHASIZED.

1. *Careful drill in the reading and writing of numbers.* Use the black-board to a large extent in order to concentrate the attention of the entire class on the points developed.

2. *Give much rapid drill in adding columns,* and by checking and by adding in the opposite direction. Emphasize the principle that only *like* units can be added. Have a time limit for each column added. This promotes accuracy and speed. Give frequent five-minute drills on this kind of work during the year.

3. *Subtraction.* Lead pupils to see and to state for themselves the principle that only like numbers can be subtracted. Have pupils bring to class original problems common in their daily life that involve addition and subtraction. Have the pupils in the class judge of the worth of each other's problems, e. g., whether it is reasonable, up to date, worth finding out, or difficult enough to justify giving to boys and girls of their age. This practice will stimulate thought.

4. *Multiplication.* Frequent five-minute drills are to be given during the entire year. Lead pupils to see and understand the vital relation between multiplication and counting and addition. Develop a clear notion of the abstract quality of the multiplier. Lead pupils to see that there is no such thing as $7 \times 7 = 49$; that the multiplier must always be an abstract number.

5. *Division.* Give frequent five-minute drills on the process of division. Lead pupils to thoroughly understand how multiplication is the inverse of division; lead them to see clearly the relation of division to subtraction. By practical problems lead pupils to see that the quotient of a concrete dividend by an abstract divisor is a concrete number. For example, if 15 oranges are divided equally among 5 boys, how many oranges will each boy receive? Lead them to understand that a concrete divisor can be contained in a concrete dividend only an abstract number of times. For example, if hats are \$3 apiece, how many hats can be bought for \$15?

6. *Common Fractions.* Review the meaning of the terms of the numerator and denominator. Have pupils, with the use of objects, measurements, and drawings, show how each term is derived. In the addition and subtraction of mixed numbers it is best not to require them to be reduced to mixed numbers. Have them reduce only the fractional parts to a common denominator.

Review the two ways of multiplying a fraction, (1) by multiplying the numerator, (2) by dividing the denominator. Have pupils show the reason for this through the use of concrete illustrations. Review the two ways of dividing a fraction, (1) by dividing the numerator, (2) by multiplying the denominator. Have pupils show the proof of this through the use of objects, measurements, and drawings. Have pupils prove the rule for division of fractions, "invert the divisor and proceed as in multiplication." Have pupils make up and bring in many practical problems common in their daily life in the home and upon the farm, involving the four fundamental operations of addition, subtraction, multiplication, and division of fractions.

Drill upon the fractional equivalents of the common per cents, so that whenever the pupil thinks of $\frac{1}{8}$ he thinks of $12\frac{1}{2}$ per cent; of $\frac{1}{4}$, of $33\frac{1}{3}$ per cent; of $\frac{1}{6}$, of $16\frac{2}{3}$ per cent, etc.

7. *Decimal Fractions.* Lead pupils to see how the decimal fraction is simply another mode of expressing the common fraction, as $\frac{3}{5} = \frac{6}{10} = .6$, etc. Have pupils read and write decimals to four periods. See that they understand clearly the use of the decimal point. Have them prove the rule for marking off the number of decimal places in the product and quotient.

8. *Compound numbers*, cubic measure; table. Circular measure; table. Table of English money and comparison of units with United States money.

9. *Percentage.* Treat this subject fully and clearly. Lead pupils to see that percentage is simply an application of fractions. Review the aliquot parts and drill thoroughly upon their simple applications. "The two cases needing especial emphasis are, first, finding a per cent of a number, and second, finding what per cent one number is of another. These should be drilled upon so thoroughly that there is left in the minds of the pupils no uncertainty as to the solution. In applying percentage to every given form of business, be sure to discuss fully the conditions of the business as a basis for understanding the problems.

APPLICATION OF PERCENTAGE TO:

(a) Profit and Loss.

(b) Commission and Brokerage. Teach this in its present business aspects. Use newspaper quotations as the basis of problems.

(c) Interest, Simple and Compound. Have pupils examine and write out the forms of notes and endorsements. Show them business papers, or mortgages, and mortgage notes and coupons.

(d) Banking. If practicable, take pupils to see a bank, see its different departments, and learn how a bank is organized and conducted. Let pupils "understand the business of a bank in its relation to other kinds of business." Give them a working knowledge of how to keep a personal bank account, how to write out a check and draw a draft.

(e) Insurance. Fire insurance, rates charged on different kinds of property in the community. Dwelling house insurance, life insurance, endowment policies.

(f) Taxes. "The system of local, county, and State taxes. Our State laws in regard to taxation. Purpose of taxes; local, county, and State officials, and the expense therefor. Public buildings, roads, and bridges. School taxes, local, county, and State. How taxes are levied and collected."

(g) Corporations. How stock corporations are organized. Certificates of stock, dividends, bonds, and interest. The directors and officers of stock companies, the business of large corporations or railroad, mining, and manufacturing. Make a thorough study of these representative forms of business in your own community. Bring your pupils in direct contact with their working, that these forms may have a vital meaning to them.

(h) Coöperative Associations. As coöperative associations are common throughout the State, information regarding their organization and management will be of practical value. Problems based on the work of coöperative associations will be helpful, especially applied to a local community. Write to the head of such an organization for data regarding the laws under which it operates, its organization and method of conducting business.

10. Practical Measurements. Review, if necessary, chapter IV, pages 201-234 in the text. Follow the order as outlined in the text, chapter VI, in studying the various phases of measurement. Study areas and volumes; reading gas and electric meters; measuring land, volumes, lumber; house building, plans for simple constructions in woodwork. Ratio and proportion. Circles, prisms and cylinders.

To the Teacher:

Are your pupils finishing the year—

1. With standard proficiency in the fundamental operations—
 - (a) With integers?
 - (b) With fractions?
 - (c) With decimals?
2. With facility in applications in percentage and interest?
3. With confidence and skill in interpreting real affairs arithmetically?
4. With confidence and skill in dealing with problems requiring close, logical reasoning and involving the commonly used denominate numbers?

(The above outline course in arithmetic is a reorganization of the course in the old State Course of Study, prepared by L. C. Brogden of the State Department of Education.)

HISTORY AND CIVICS

FOR THE PRIMARY GRADES

INTRODUCTION

History, properly taught, contributes in a very fundamental way to the continuous growth of the child. The knowledge gained by this study of history is in itself of practical value and in addition certain desirable attitudes and habits on the part of the child may have their beginning in the appreciation of the character values in history stories and result in the development of one or more phases of social efficiency in the individual. From this viewpoint it is clear that the primary course in history furnishes a rich background of material for the development of the civic virtues, and for this reason alone there is ample justification in writing or interlapping the course in history and the course in civics for the primary grades.

From a study of the outline course for these grades it will be seen that the first grade work is largely or almost wholly civics, which affords a splendid background for the work in history which is to follow in succeeding grades. The outlines for second and third grades are more fully developed from the history viewpoint, and at the same time the outlines furnish material for the activities and experiences which help to form right habits of conduct and proper attitudes toward community life.

To give a child mere facts of history, a mass of information or knowledge only, without regard for the influence the content of this material should have upon his attitudes and life actions, is to fail in teaching the subject. Education is for life and not merely for efficiency. Young people must be educated for service, to earn a living, and to get on in the world, as well as to enjoy life to the fullest extent possible. Education for democracy means the development of an individual as an intelligent, self-directed, unselfish and devoted, sanely balanced member of society. History in the primary grades furnishes the information from which the pupil learns to reason out why men did thus and so, why they achieved their successes and came to their failures, and from these conclusions to direct their own behavior in situations ensuing in daily life.

GENERAL PLAN OF THE COURSE

The general plan of organization for the course is as follows: (1) Statement of the objectives or ends to be attained in each grade; (2) method or procedure; (3) outline course by grades.

FIRST GRADE

Objectives

The work of the first grade is planned for developing: (1) Social efficiency of the child in the family, school and community, and to lead to a fair conception of the individual's relation to his home and community; (2) to lay the foundation for good manners and to develop in the child some of the fundamental civic virtues.

Method of Procedure

In the first grade the instruction in history and civics must be almost wholly of an oral nature. Telling history stories, dramatization of stories, poems, songs and games; creating situations involving activities familiar in the child's environment outside the schoolroom and in the home—real life situations such as keeping house, entertaining guests, little practices in training in good manners in the home, in school, on the street and in all public places. The child's environment—the home and community, constitutes the natural setting in which to develop knowledge, habits and attitudes of good citizenship. The activities of the home and community brought into the classroom give opportunity to children to express themselves in various ways, and the direction of the teacher in these activities results in varied and enriched experiences in right conduct and in the development of a wholesome appreciation of their environment.

There should be a great deal of construction work, cutting, illustrating, furnishing house and store, using the sand table—studying pictures and clay modeling.

OUTLINE FOR FIRST GRADE**I. THE HOME****THE FAMILY—MOTHER, FATHER, CHILDREN****a. Activities in the Home**

Mother's work—on different days of the week, at different hours of the day. Follow her work through the months and seasons of the year.

Father's work—in the office, shop, store or home.

At the different seasons of the year.

Children's work—ways in which they can help. Spirit of service.

b. Habits Necessary for Good Health

Cleanliness; proper clothing, food and sleep; exercise and fresh air.

c. Family Pleasures.

In the evenings—How to make the home pleasant; good books, music, visitors.

Holiday outings—Right use of leisure time.

SUGGESTIVE PROJECTS

Construction of a doll house. Where a doll house is constructed and furnished, much of the study of the life of the home may center around this project.

Other projects. Make a booklet of magazine pictures illustrating the essential activities of the mother in the home; of the father in the home. Some of these stories may be told through paper cutting.

MAKE HEALTH CHARTS.

Dramatize—THE SHEEP AND THE PIG WHO SET UP HOUSEKEEPING.

Dramatize—PLAYING HOUSEKEEPING. Habits of good manners and right conduct established.

Dramatize—HEALTH PLAY. Emphasizing healthful practices.

DESIRABLE ATTITUDES

Unselfishness, sympathy, loyalty and coöperation make for usefulness in the home as well as for happiness of its members.

Stories and poems which idealize home life:

Which Loved Best?—*Joy Allison*

What Does Little Birdie Say?—*Tennyson*

Sleep, Baby, Sleep—*From the German*

How the Home was Built—*Mother Stories—Maude Lindsay*

The Birthday Present—*Maude Lindsay*

Watching for Father—*Sangster*

II. THE SCHOOL

a. Children, Teacher—Working Together—Mutual Co-operation, Loyalty

Social activities which call for coöperation and interdependence:

1. Distributing and collecting material used by the class.
2. Cleaning erasers, watering plants, keeping room neat.
3. Keeping in order coats, overshoes, etc.
4. Opening and closing doors, ringing bell for recess, etc.
5. Making and caring for a window garden.
6. Leaving the schoolroom in good order at night.

The work is of greatest educational value when it is done freely and whole-heartedly, with a sense of responsibility, because the child realizes the need and sees the benefit to the group, and not in obedience to the teacher's directions.

b. Teacher Working With Children to Develop Respect for the Rights and Pleasures of Others

1. By refraining from tale-bearing and teasing.
2. By inviting others to join in games in turn.
3. By being pleasant instead of crying or pouting or even losing one's temper when one cannot have his own way.
4. By sharing toys, books, pleasure, etc., with others.

III. THE COMMUNITY

1. Dependence of the Family Upon the Community for Food

- a. The work of the farmer or gardener.
- b. The grocery store—the meat market.
- c. The baker.
- d. The milkman.

2. Dependence of the Family Upon the Community for Clothing

- a. Story of cotton.
- b. Story of wool.

3. Dependence of the Family Upon the Community for Shelter

- a. Materials—Wood, brick, stone.
- b. The work of the carpenter, the mason, the plumber, the paper hanger, etc.

4. Community Furnishes:

Schools, libraries, parks, water, the mail service, protection from fire, protection of health, the policeman, the street cleaner, lights, etc.

The study of community life and dependence on others should develop in the child an understanding of his relation to his school environment, his fellows, his community and its institutions. It should be clear to him how he is helped by others and how he should coöperate in this social and industrial world. It should show him that no one can live to himself alone, but that each will live better by living in helpful coöperation with others. This means a beginning in developing a patriotic spirit.

SUGGESTIVE PROJECTS

Children should plan ways to help the janitor, the street cleaners, and to improve the school grounds and play grounds.

Find out the many ways a policeman is of service to a child.

Make booklets using pictures cut from magazines or advertisements, drawings, or paper cuttings which show:

- (a) People who helped build our house.
- (b) The story of bread.
- (c) The story of cotton; the story of wool.
- (d) The stores which supply us with food and clothing.
- (e) The work of the farmer.
- (f) People who come to our house to serve us in some way.

Reproduce a community in miniature on the sand table. Lay out the streets, houses, churches, stores, schools, playground, etc.

Reproduce a farm on the sand table.

Bradley's Modern Trade Pictures may be secured from *Milton Bradley Co.*, Atlanta, Ga.

The teacher will find some helpful material in preparing these lessons in *Wiltse's "Kindergarten Stories and Morning Talks."*

5. Washington's Birthday—February 22d

- a. Why we celebrate it; historical background.
- b. Stories of his boyhood, his home life, school life, his mother's love for him.

The story of the colt, the cherry tree, the flower bed story, his love for truth, his rules of conduct.

- c. The story of the making of the first flag by Betsy Ross.

Appropriate exercises—flag salute, marching song, etc.

Show pictures of Washington, dress of Colonial times.

Books for teacher's use:

Baldwin—Four Great Americans.

Wiggin & Smith—The Story Hour—Little George Washington.

6. Easter

- a. The awakening of new life.
- b. Easter customs.

NOTE.—Special notice should be made of the children's birthdays, emphasizing good points in the activities of the individual child which should result in an appreciation of each other's good traits and certain character values realized.

TO THE TEACHER.

How much of this year's work have you accomplished and what specific things outlined in the section "Results to be Expected" are evidenced in the pupils' equipment and conduct?

RESULTS TO BE EXPECTED.

In completing the first year's work, the child acquires valuable information concerning his social group. He should understand the chief purposes of home, school and public institutions in his community, how he is helped by them, and his opportunity to serve as well as enjoy the blessings of home, school and community. He learns of the dangers of street crossings, of fire, and the results of careless conduct. He understands courteous behavior, coöperation and helpfulness.

The classroom activities influence his life habits and he learns self-control; has a better control of his impulses, orderliness, cleanliness, fairness and coöperation in dealing with others in all activities.

To attend for a longer period in solving any little problem arising, to avoid waste of time and materials, to think and act for himself.

"The experiences develop in the child an appreciation of the lives of others, the services they render which make him happier, more comfortable and better able to care for himself. The desire to coöperate with others, be polite, orderly, respectful, honest, kindly, should grow out of a feeling that parents, teachers, etc., are powerful, helpful and friendly. The child will have acquired other attitudes, such as (1) an appreciation of some of the great men in our history, (2) a willing obedience to the rules, signals, etc., of the school and those whose authority is understood, (3) a feeling of responsibility for the care of the home, school, public places and streets, (4) desire to perform personal services for others. This tends to develop patriotic spirit."

SECOND GRADE

Objectives

The child should better understand and appreciate the life of today and gain a clear notion of his relation to his environment through a consciousness of his part in making desirable changes in the world in which he lives.

Method of Procedure

The aims for the year's work may be realized through a study of primitive life and a comparison of the method of living, the homes, the occupations, conditions, etc., of these primitive people with the method of living, occupation and customs of the people today. The method followed is the same as for the first grade, with the addition of simple reading matter for the pupils. Books from which they can gain much information and clear notions of Indian and Eskimo life may be put in their hands in this grade. Create situations and make the most of incidents and daily experiences which exemplify right habits of conduct and which present opportunities to strengthen the development.

OUTLINE FOR SECOND GRADE

I. INDIAN LIFE

1. **Description of the American Indian**—personal appearance.
2. **The Indian Home—Kinds—Construction—Wigwams.** Show pictures of Indian homes. Compare with the comforts of our homes.
3. **The Indian Baby—Called Papoose—His Cradle—His Playmates.** (Hiawatha could be used as a center of interest and a large part of the work grouped around this story.)
4. **The Indian Mother—Called Squaw.** Her dress—skirt of skin—beads—moccasins. Her work—building the house—planting corn—cooking—weaving—basketry.
5. **The Indian Father—Warrior, brave.** His dress—feathers. Skins—his war paint. His work—hunting for food—fighting—weapons used.
6. **How Indians Traveled on Foot, by Water—Difficulties.** Compare with transportation of today.
7. **Indian Characteristics**—endurance of pain—hardships—his courage and daring in war. Treacherous nature.
8. **Comparisons With White Men.** Not at home in towns and cities. Indian at home in the forest. Does not desire to know about the great world.
9. **Appearance of Our Country When Inhabited by Indians.** Our country as it looks now.

READING FOR TEACHERS.

Brooks—Stories of the Red Children
Husted—Stories of the Indian Children
Powers—Stories the Iroquois Tell Their Children
Starr—American Indians
Chance—Little Folks of Many Lands
Holbrook—Hiawatha Primer
Longfellow—Hiawatha

CONSTRUCTION WORK AND SUGGESTIONS.

Construct Indian home scene on the sand table. Teachers and children should make a collection of pictures and objects of interest—for example, bow and arrow, Indian arrowheads, pottery, Indian doll dressed, moccasins.

Correlate the work in paper cutting and drawing with the study of Indian life.

II. ESKIMO LIFE

This study is more seasonable if taken in midwinter.

The study of the life of the Eskimo offers another interesting study representative of the fishing and hunting stage. Comparisons are made at every

point in the study of the life of the Eskimo with the children's own lives, the purpose of which is to make the pupils more keenly alive to their own social environment.

1. **The People**—personal appearance. How they dress—how obtained.
2. **Homes—Kinds and Construction.** Care and comforts of home. Compare with our homes.
3. **Food—Kinds and How Obtained.** Compare with ours.
4. **Occupation.** Fathers and sons get food, hunt and fish. Mother and girls cook and make clothes.
5. **Modes of Travel.** Compare with our means of transportation.

READING LIST.

Smith—Eskimo Stories

Chance—Little Folks of Other Lands.

Peary—The Snow Baby

Schwatka—Little Children of the Cold

Andrews—Seven Little Sisters (Story of Agoonack)

CONSTRUCTION WORK AND SUGGESTIONS.

Construct Eskimo scene on sand table. This can show representative work made by children.

Make booklet containing drawings and illustrative paper cuttings.

Make booklet showing the things in present life that make us more comfortable than were people of the past.

III. NATIONAL HOLIDAYS

1. COLUMBUS DAY—OCTOBER 12

a. The Story of the Coming of Columbus to America

The historical background of the first Thanksgiving celebration is given to bring out the conditions of life in the new country as compared with modern life.

2. THANKSGIVING DAY

a. The Pilgrims

The story of the Pilgrims in Holland; voyage in the Mayflower; landing at Plymouth Rock; conditions of life in the new country, its hardships; their Indian friends.

How does our life differ today from that in the early days of our country?

b. The First Thanksgiving—the preparation for it—their guests.

c. Our Thanksgiving Day—date fixed by proclamation of President. *Why* we keep Thanksgiving Day. *How* we keep Thanksgiving Day.

d. Perry Pictures for Use in Illustrating Booklets

- No. 1331—Embarkation of the Pilgrims
- No. 1331B—The Mayflower in Plymouth Harbor
- No. 1332—Landing of the Pilgrims
- No. 1333—Plymouth Rock
- No. 133E—First Houses in Plymouth, Mass.
- No. 1337—Puritans Going to Church
(John Alden and Priscilla)
- No. 1339—Pilgrims Going to Church

These may be secured in the one-cent size from *Perry Picture Co.*, Malden, Mass.

READING LIST.

- Pumphrey*—Pilgrim Stories
- Pratt*—Stories of Colonial Children
- Stone & Pickett*—Everyday Life in the Colonies
- Bass*—Pioneer Life

3. LEE'S BIRTHDAY—JANUARY 19

The "Life of Robert E. Lee for Boys and Girls," by *Hamilton and Hamilton*, should supply the teacher with interesting incidents in connection with the boyhood and young manhood of our Southern hero.

Other material might be secured from a local chapter of the Daughters of the Confederacy.

4. LINCOLN'S BIRTHDAY—FEBRUARY 12**5. WASHINGTON'S BIRTHDAY—FEBRUARY 22****IV. OUR COMMUNITY****1. How We Are Protected**

- a. Protected by good laws.
 - (1) Our county officers.
 - (2) Personal and property rights.
- b. Service of the health officers.
 - (1) County health officer.
 - (a) His work—attitude toward this work.
 - (2) County health nurse.
 - (a) Prevention of diseases.
 - (b) Healthful practices.
 - (c) Contagious diseases.
- c. How our water is supplied.
 - (1) In the country home—city home.
 - (2) Need—for drinking—for bathing—for protection from fire, etc.
- d. The policeman.
 - (1) How we know him—his uniform—his badge.
 - (2) His duties—to protect life and property; to prevent accident, wrong doing; to control crowds and public excitement; to help people obey the laws.
 - (3) Duty of all to assist the policemen by instant obedience.

e. The fireman.

- (1) His duties—the alarm, instant response of the men—horses—engines; causes and prevention of fire.

2. Travel and Communication

Contact of home with outside world.

a. Means of travel.

By railroad; by street car.

Means of travel in the country; in the city.

How to avoid accidents.

b. How our roads are built and kept up.

c. How we hear from our friends.

Mail service; the duties of the postmaster.

3. How Our Streets Are Kept Clean

The need of cleaning streets—to take care of waste; to make it more healthful; to lessen accident.

What can we do to help keep our streets clean?

TO THE TEACHER.

What definite things have the pupils acquired this year through their experience in this course?

RESULTS TO BE EXPECTED.

From the study of primitive life, community interests and in the daily experiences of the pupils, the celebrations of holidays, etc., the child gains much useful knowledge of history, geography and community life which as a background will enable him to see his relationship and obligation to his community, his indebtedness to others for the many things which contribute to his comfort, and most of all to understand the happiness that comes from being peaceful, helpful, kindly, thoughtful, unselfish, careful and interested in the well being of others. In carrying out the program of studies there will come many opportunities to inculcate such habits and skills as outlined here.

1. Coöperation, team work and fair play.

2. Initiative, good judgment in child situations, self-criticism and courtesy.

The child's attitude toward his home, school and community should be affected by the activities outlined for the year's work.

The result should be an appreciation of the contribution of primitive man to our everyday life, such as the use of fire—lighting, heating, power and transportation resulted from this alone—and a recognition of the dangers and destructions that occur when fire is misused, or when one is careless in the use of this gift.

There should be an appreciation of the progress of the race and the development of human characteristics which make this possible.

Desire to take care of clothing and to be economical in the use of good clothing and necessary materials for work.

He should have:

- (a) Respect for the rights and pleasure of others.
- (b) Growing interest in a larger world and increasing responsibilities.

Evidence of care of public places, cleanliness and orderly use of same should be apparent as well as coöperation with people whose work contributes to his welfare.

He should want to make his community and the world a better place in which to live.

THIRD GRADE

In the first and second grades, beginning with a study of home life, the work has centered around a study of primitive life, in sharp contrast with present day life and conditions; of public holidays with their historical setting; and of certain community activities which tend to develop that sense of obligation and patriotism for comforts provided through organized effort.

In the third grade the interest in community life is strengthened and a sense of responsibility as citizens of the community aroused and developed through various projects and classroom activities. In this grade the heroism of the world is drawn upon to supply the children of this age with stories that tend to develop an historical sense and true patriotism.

Public holidays continue to receive attention in every grade. "For the spirit that prompts the city, State or Nation to set aside a day of remembrance should find expression in each grade."

Objectives

To help the pupils acquire the ability to interpret stories which are interesting to them and which tend to develop such attitudes that they will gain knowledge and inspiration from the reading experience. To influence their purposes and their play activities by stimulating an interest in their community, to the extent that there will be a steady growth in right citizenship. To motivate, enlarge and enrich their knowledge, skill and attitudes through reading, discussions and working out certain projects, in order that the past and present may mean more to them and their desire to improve upon the latter be furthered. The notion of interdependence—what others are doing for them, and the service they can render others—should be developed to a certain extent this year.

Method of Procedure

The same method used in the first and second grade work is used to a large extent in the third grade—a large part of the work being oral. However, by the time the pupils have reached the third grade in school they have acquired an interest in reading and gain a wonderful store of information from the experience. Centering the work around some interesting project, the details of which lead the pupils into new and interesting avenues of experience, affords a method which should result in the highest type of training—each pupil thinking and acting on the basis of knowledge acquired and attitudes developed. Discovering problems in real situations and working them out with due regard for the rights and pleasures of all concerned, tends to develop good conduct and right thinking as well as motivating a search for information or knowledge.

The method of procedure then involves story-telling, dramatization, oral discussion based on varied experiences, as a visit to the fields, factory, etc., reading simple books, working out projects on the sand table, making booklets, charts, drawing and clay modeling.

No formal recitations in civics need to be planned for daily in the third grade. Certain phases of civics as outlined, though, should receive careful attention in connection with the regular class work in language, literature, hygiene, geography and history. The courses of study in these subjects furnish the materials of foundation work in training for good citizenship. The immediate interest of the pupils and the school environment should enter into the selection of topics from the above-named subjects.

OUTLINE FOR THIRD GRADE

In addition to carrying along the study of the home, the school and community as outlined for previous grades and working to gain a clearer notion of the relation of the individual child to the progress made in the development of these institutions and the community along civic and social lines, it is planned for this grade to follow a course which is a real beginning in the study of biographical history. From the outline course the pupil becomes familiar with the life of heroes of different ages, and recognizes their contribution to civilization and world progress. Certain traits of character brought out in these history stories make appeal to the developing child and influence his attitudes and behavior.

I. HEROES OF OTHER TIMES

(Pastoral People—Joseph, Moses, David)

1. JOSEPH

- a. **Boyhood**—Joseph's father a wealthy herdsman. Joseph—favorite son of Jacob. His dreams; jealousy of his brothers; sold into slavery.
- b. **Joseph in Egypt**—interprets Pharaoh's dream.
- c. **Joseph Restored to Power**—the famine; his kindness to his brothers.

REFERENCES.

Bible Story in Genesis

Balwin—Old Stories of the East.

Foster—Story of the Bible, pp. 63-90

Elson Third Reader—*Scott, Foresman & Co.*

Tappan—Bible Stories.

Price—Wandering Heroes, pp. 18-41

Dynes—Socializing the Child, pp. 198-209

2. MOSES

- a. **The Baby Moses**—found by Pharaoh's daughter; his basket boat. She takes him for her son—Moses becomes member of royal family; his mother becomes his nurse.
- b. **Leads His People Out of Egypt**—crosses the Red Sea; the Red Sea opens; the pillar of cloud and of fire; the Egyptians in pursuit are drowned.

- c. **Moses on Mt. Sanai**—his long absence; the golden calf; Moses' return; his anger; the new fables; Moses teaches the Ten Commandments.

REFERENCES.

Bible story in Exodus
Price—Wandering Heroes, pp. 42-67
Foster—Story of the Bible, pp. 91-133
Baldwin—Old Stories of the East
Tappan—Bible Stories

3. DAVID, THE SHEPHERD KING

- a. **Story of David and Goliath**—David, a shepherd boy; visits the camp; meets the king; kills the giant; his bravery and strength.
- b. **David and Jonathan**—their love for each other; David in the king's house; the king, jealous of David, attempts to kill him; the agreement between David and Jonathan.
- c. **David Becomes King of Israel**—his kindness to Jonathan's son; David makes Israel a strong nation; his death.
- d. **David Remembered More for the Songs He Sang Than for the Battles He Fought**—The Shepherd's Psalm written by the Shepherd King.

REFERENCES.

Bible Story in Samuel I and II and in I Kings
Foster—Story of the Bible, pp. 249-308
Baldwin—Old Stories of the East
Elson—Third Reader

4. ULYSSES, THE CRAFTY GREEK

The story of the wooden horse; in the land of the Cyclops; returns to his home.

REFERENCES FOR TEACHERS.

Cook—Story of Ulysses
Clarke—Story of Ulysses
Dynes—Socializing the Child, pp. 209-211.

5. ALEXANDER THE GREAT

Taming Bucephalus

CHILDREN'S READING.

History Stories from Other Lands, Book I, pp. 31-34
 Fifty Famous Stories Retold, pp. 106-108

REFERENCES FOR TEACHERS.

Hall—Our American Ancestors, pp. 62-69
Gordy—American Beginnings in Europe, pp. 49-54
Guerber—Story of the Greeks
Dynes—Socializing the Child, pp. 211-225.
Tappan—Old World Hero Stories, pp. 67-75

6. HORATIUS

Story of Horatius at the Bridge

CHILDREN'S READING.

Baldwin—Fifty Famous Stories Retold, pp. 91-94*History Stories of Other Lands, I*, pp. 22-30

REFERENCES FOR TEACHERS. *

Gordy—American Beginnings in Europe, pp. 59-60*Hall*—Our American Ancestors, p. 88*Guerber*—Story of the Romans

7. CINCINNATUS

The Farmer Patriot

CHILDREN'S READING.

Baldwin—Fifty Famous Stories Retold, pp. 76-81

REFERENCES FOR TEACHERS.

Gordy—American Beginnings in Europe, p. 61*Guerber*—Story of the Romans*Tappan*—Old World Hero Stories, pp. 84-90

8. ALFRED THE GREAT

His Boyhood—How He Learned to Read**King Alfred and the Cakes****King Alfred and the Beggar**

CHILDREN'S READING.

Baldwin—Fifty Famous Stories Retold, pp. 5-10*Terry*—History Stories of Other Lands, Book I, pp. 44-48*Terry*—History Stories of Other Lands, Book III, pp. 181-200

REFERENCES FOR TEACHERS.

Tappan—Old World Hero Stories, pp. 72-76.

9. ROBERT BRUCE, THE HERO OF SCOTLAND

Bruce and the Spider**The Story of Bannockburn**

CHILDREN'S READING.

Baldwin—Fifty Famous Stories Retold, pp. 33-39

REFERENCES FOR TEACHERS.

Haaren and Poland—Famous Men of the Middle Ages*Tappan*—Old World Hero Stories, pp. 185-190

10. WILLIAM TELL, THE HERO OF SWITZERLAND

Tell and the Tyrant Gessler**Tell Shooting the Apple**

CHILDREN'S READING.

Baldwin—Fifty Famous Stories Retold, pp. 64-66*Terry*—History Stories of Other Lands, Book I, pp. 58-61

REFERENCES FOR TEACHERS.

Tappan—Old World Hero Stories, pp. 190-194

11. JOAN OF ARC, THE MAID OF ORLEANS

The Peasant Girl and the King; the Girl Soldier, the Girl Martyr

CHILDREN'S READING.

Terry—Tales from Far and Near, Book I, pp. 72-79*Terry*—Tales from Far and Near, Book IV, pp. 196-203

REFERENCES FOR TEACHERS.

Tappan—Old World Hero Stories, pp. 199-203

II. OBSERVANCE OF THE PUBLIC HOLIDAYS

1. **Thanksgiving Day**—Date set by proclamation.
2. **Armistice Day**—November 11.
3. **Christmas**—December 25.
4. **North Carolina Day**.
5. **Lee's Birthday**—January 19.
6. **Lincoln's Birthday**—February 12.
7. **St. Valentine's Day**—February 14.
8. **Washington's Birthday**—February 22.
9. **Arbor Day**—Date to be set.
10. **Easter**.
11. **Memorial Day**—May 10.

Public holidays should continue to receive attention in this and subsequent grades. Suggestive outlines are given in grades one and two which should be taken into consideration in planning celebrations for grade three. In making out the outlines as suggested, the teacher should have clearly in mind the main reasons for the celebration of holidays, which may be as follows:

- (a) To give real pleasure.
- (b) To establish in their minds appropriate associations with each day.
- (c) To create respect and admiration for national heroes.
- (d) To arouse and foster the true Christmas and Thanksgiving spirit.
- (e) To teach the meaning and significance of the holiday or celebration and its relation to the variety of notions about a "good time" on these occasions.

III. COMMUNITY LIFE

A study of the local community will be most helpful. The project may be developed in connection with the work in geography. Local history will make an interesting background for the development of the project. Excursions, discussions, readings, sand table work, etc., involved in working out the details of the community study may lead to the making of a booklet in which could be assembled the history, the geography and the civic phases of the community study.

Profitable outcomes may also be realized from projects and activities suggested in other subjects, as health and hygiene, nature study and literature.

There are many opportunities for developing children through problems, projects and appreciation lessons contributing directly toward their growth as better citizens.

The following outlines indicate in the main the sort of topics they should study.

1. A Study of the Neighborhood

- (a) Care of public property.
- (b) Protection of private property.
- (c) Ways to practice thrift.
- (d) Health of the community.
- (e) Beautifying surroundings.
- (f) Observing laws and regulations.
- (g) Appreciation of provision for wholesome recreation.
- (h) How our neighbors serve us.
- (i) How we can help them.
- (j) Public institutions.
- (k) Public servants.

2. Child Life in Other Lands. (For information and for comparison with the child's own community life.)

See geography lessons and literature for supplementary reading.

In working together, in recreational interests, in social intercourse, and in participating in the organized life of the community—in all this work splendid opportunity is offered to teach in a natural setting the civic virtues to be taught in the primary grades.

- (a) Truthfulness and sincerity.
- (b) Obedience and respect.
- (c) Thoroughness and perseverance.
- (d) Honesty and purity.
- (e) Kindness and courtesy.
- (f) Cleanliness and orderliness.
- (g) Helpfulness and coöperation.
- (h) Punctuality and dependableness.
- (i) Self-restraint and tolerance.

TO THE TEACHER.

How much of the work outlined here has become a part of the child's growth this year? Have you accomplished with each child what is outlined in the section "Results to be Expected"?

RESULTS TO BE EXPECTED.

At the close of the third grade the pupils should have considerable knowledge of the primitive forms of social and industrial activities and a fair notion of the progress made along these lines. It should be clear to them how they can help in this growth by coöperation and helpfulness, care of property and observance of the duties and responsibilities of a little citizen of their age.

There should be evidence of habits of cleanliness and orderliness in the home, the school, on the streets and in all public places; habits of carefulness

in crossing streets and in regard to use of public property; and habits of thrift in use of tools and materials of all sorts.

He should respect regulations and laws and help in any way possible to improve the community.

The pupils should develop an appreciation of the good things the community affords and have a pride in the fine things accomplished which mean much for the welfare of all—and should show a desire to help, not hinder, further progress along lines in which they can be of service.

There should be evidence that instruction and training in good manners has strengthened courteous habits on the part of the child which result in right action under all circumstances and in all situations. Good manners and courtesy in the home, in school, in any public place and in any social experience should be the first consideration of a good citizen.

For a child to have a knowledge of regulations or health rules and then to not observe them in society, shows a very vital defect in training. For example, a person who covers his mouth with a handkerchief when coughing or sneezing shows that he has had proper instruction and his training has led to the formation of right habits—he is both informed in right practices and has developed good manners which are evidences of the right sort of education.

REFERENCES

- Ethics for Children—*Cabot*
- Course in Citizenship—*Cabot*
- In Story Land—*Harrison*
- More Mother Stories—*Lindsay*
- The Young Citizen—*Dole*
- Good Citizenship—*Richman and Wallack*
- My Country—*Turkington*
- Young American Readers—*Fryer*
- Stories of Colonial Children—*Pratt*
- Pilgrim Stories—*Pumphrey*
- The Story of the American Flag—*Wayne*
- Story Lessons in Everyday Manner—*Bailey*
- Citizens in School and Out—*Dunn & Harris*
- Socializing the Child—*Dynes*
- Builders of Our Nation—*Burton*
- Special Days—*Schauffler*
- Training in Courtesy—*U. S. Bureau of Education*

HISTORY

GRADES FOUR-SEVEN

INTRODUCTION

The Point of View

One of the most important purposes of history teaching is to develop an historical point of view in which present day events are seen in their relation to the past; therefore, the facts of history are considered in relationship to present day problems which they help to solve or conditions they help to interpret. We are not only dependent upon the past for our knowledge and ideals, but the past explains "why we are what we are and why we do as we do."

Many of the present day evils are due to a lack of understanding and therefore a lack of appreciation of the social environment in which we live; therefore, the aim of history teaching is to explain the America of today, its civilization, its institutions and its traditions. It is essential to the unity of our country that her citizens of every race and creed should have a common basis of historical knowledge in order that there shall be a common understanding as to the meaning of our fundamental institutions.

The Plan of the Course

In the main, the outline followed for grades one to seven is the one used by *The Committee of Eight* in their report to the *American Historical Commission*, and it also conforms closely to the one given in the *American Citizenship Course in United States History*.

Scope of the Work

The history course for grades one to three is included in the course entitled History and Civics. The reason for this correlation is clearly set forth in the course and a repetition of the aims and purposes for these grades is not necessary here.

GRADES FOUR AND FIVE

In the work of grades four and five biography is made prominent. The course is centered around prominent leaders, heroes and patriots, each selected as a central or dominating figure of a large group and each represents the spirit and purpose that animated the men and women of their time. Included in the course are typical explorers and colonizers and the most outstanding and distinguished makers and builders of American history. This kind of material makes its appeal to the hero worshipping instinct of children of this age. Through a personal knowledge of such representative men, the child comes to understand not only the spiritual ideals which actuated the lives of these leaders and heroes, but something of the basal facts of our national history and the fundamental principles on which our nation is founded. Teachers should not attempt to cover too much ground. The types studied should be treated in detail sufficiently to leave upon the pupil's mind a distinct and lasting impression.

By coming into vital touch with great leaders through the biographic method of connecting them with outstanding events of American history, the material is made simpler and more concrete than if abstract events were studied. The large number of American children who leave school by the end of the fifth grade and early in the sixth year will not only have learned something of the representative men who have been forces in the development of our nation, but something of the ideals of the people as a whole.

GRADE SIX

The first half of the sixth year should be given to a study of the history of the State, the purpose of which is to teach the history peculiar to North Carolina and to foster a love and patriotic pride in its past and a faith in its possibilities.

The latter half of the sixth grade is given to a study of events, arts and customs selected from Greek, Roman and Mediæval life which explains the civilization carried by the colonial emigrants to America and which shows how conditions in Europe formed the background for American development. This is preliminary to an intensive study of American History.

GRADE SEVEN

The work of the preceding grades has laid well the foundation for a rich background of understanding of the history of the United States and the entire year is given to this comprehensive study.

METHOD OF PROCEDURE IN TEACHING HISTORY

a. The Problem Method

The problem method is, perhaps, the most usable mode of procedure in teaching history, inasmuch as it develops in the pupil the ability to think and to organize.

One of the most common uses of the problem is its use in the assignment of the lesson. It establishes something specific for the child to think about; it gives him training in organization in order to select the material which helps to solve the problem at hand; it often forces him to launch out and search for other sources of information than his text, and it teaches him to use his own intellect in arriving at conclusions. One of the noticeable characteristics of the problem lesson is the intelligent questions asked by the children in their search for information in the solution of problems.

*In meeting situations which require solution, the steps through which the child progresses are about as follows:

- (1) He must collect all the information he can obtain and organize it so that it becomes usable in his hands.
- (2) He must analyze the data he has obtained; this requires him to exercise his reasoning power, comparing and contrasting, discarding the useless and evaluating the essential.

*Wilson and Wilson—"The Motivation of School Work."

(3) He must arrive at a conclusion based on his analysis of the data.

(4) He must verify his conclusions to determine that it is a correct solution of his problem.

Thus it may be seen that in teaching history by the use of the problem calls for a purposeful thought activity on the part of the pupil, which thinking attitude he should carry out into the world with him.

b. History Projects

History is rich in fine projects adapted to children's ability and which meet the requirements of good procedure. These include dramatization, the making and writing of booklets, picture maps, sand table representations, posters, etc. These projects sometimes are initiated by the children, or if by the teacher they are taken up whole-heartedly by the pupils.

The making and writing and illustration of historical booklets afford motives for good penmanship, spelling, language, supplementary reading, and for excellence in drawing. Children get much pleasure out of collecting. This, too, can be used as a motive to secure historical material for booklets and scrap-books.

c. Dramatizing Historical Events

History should be made a living thing to the pupil. Dramatization gives life—makes it real, gives it atmosphere and enables pupils to get the spirit of a situation. It also enables the pupil to get out of the text-book into life. It motivates outside reading and study on the part of both teacher and pupils. It is well worth the extra time and energy expended.

d. Essential Materials for Teaching History

(1) The text-books on history adopted by the State.

(2) The study of history requires a library and the ability to use it. Teachers should make every effort to secure as many as possible of the historical supplementary books suggested for reading and study with the work of each grade. The teacher should encourage the pupils to bring to school all of the text-books on history in the neighborhood. These are to supplement the text and to get different views of the same subject.

(3) Schools and teachers should plan to accumulate historical material, such as pictures for illustrative purposes, portraits of our national heroes and pictures of national events.

(4) Teachers should accumulate a collection of material for teaching Indian life, Eskimo life and colonial life.

(5) The sand table can be used to interest and advantage, especially in the earlier grades, where Eskimo, Indian and colonial life can be reproduced. Many of the holiday celebrations could center around sand table scenes.

(6) Good maps are essential. Children should be required to locate on map all places of discovery, routes of exploration, all settlements made, the scenes of all events and battles they are studying.

GRADE FOUR

I. STORIES OF EXPLORATION AND DISCOVERY

ADVENTURE—THE SPIRIT OF THE AGE

1. Christopher Columbus—Italian Sailor

Something of his boyhood. Stories of his later life.

In search of an ocean route to India. How did Columbus come to believe that the world was round?

Secured help from Spain.

Show pictures of ships; compare with ships of today.

Why did Columbus have so many difficulties and how did he overcome them?

Discovers America, 1492.

Three later voyages.

Their effect upon the world.

Died without knowing of his discovery of "new world."

Celebrate Columbus Day, October 12.

For play in three acts, entitled "The Discovery of America," see "American History Plays for Little Americans." (This is one of the adopted supplementary books.)

Children can originate scenes from the life of Columbus and dramatize.

For type study lesson on Christopher Columbus, see "American Citizenship Course in United States History," Book I, pp. 13-26.

The following Perry pictures may be secured in the one-cent size and may be used for illustrative purposes in the making of booklets:

No. 1327—Columbus at the Court of Ferdinand and Isabella

No. 1329—Landing of Columbus

Joaquin Miller's "Columbus Westward" means so much more if read at the time Columbus' voyage to the New World is being studied.

READING LIST.

(Teacher should judge whether reference reading is easy enough to put in hands of the children.)

Eggleston—A First Book in American History, pp. 1-17

Pratt—America's Story for American Children, Vol. II, pp. 17-33

Brooks—True Story of Christopher Columbus

Shaw—Discoverers and Explorers, pp. 24-40

Tappan—American Hero Stories, pp. 1-13

Southworth—Builders of Our Country, Book I, pp. 24-36

Gordy—American Explorers, pp. 1-21

Lucia—Stories of American Discoverers for Little Americans, pp. 1-32

Guerber—Story of Thirteen Colonies, pp. 36-59

Eckenrode—Told in Story, pp. 9-29.

Terry—History Stories of Other Lands, Book I, pp. 89-96

2. Ferdinand Magellan

Sailed around the world; found famous route to Indies, 1519.

Carried the flag of Spain.

Their hardships on voyage—How long was Magellan's voyage?

How long would it take to go around the world now? Trace journey on globe.

The results of Magellan's voyage.

READING LIST.

Tappan—American Hero Stories, pp. 14-24

Shaw—Discoverers and Explorers, pp. 62-68

3. John Cabot

Sails for King of England with one ship and eighteen men.

Search for new route to Indies.

Find Labrador on globe.

Relations of England and Spain.

READING LIST.

Eggleston—First Book in American History, pp. 18-22

Shaw—Discoverers and Explorers, pp. 44-48

4. Sir Francis Drake

Early life; boyhood spent in seaports; daring English sea rover.

Early voyages.

Voyage around the world—route of voyage; troubles on voyage.

Compare with Magellan's voyage made much earlier.

READING LIST.

Shaw—Discoverers and Explorers, pp. 108-114

Tappan—American Hero Stories, pp. 24-37

Pratt—America's Story for American Children, Vol II, pp. 127-137

Gordy—American Explorers, pp. 109-122

Terry—History Stories of Other Lands, Book V, pp. 141-149

5. Ferdinand De Soto

The discovery made by this explorer—the Mississippi River.

De Soto's death; burial; fate of his followers.

The results of his trip.

To illustrate historical booklet, Perry picture No. 1330, "De Soto Discovering the Mississippi," may be ordered from *Perry Picture Co.*, Malden, Mass.

READING LIST.

Gordy—American Explorers, pp. 94-108

Pratt—America's Story for American Children, Vol. II, pp. 77-83

Lucia—Stories of American Discoverers for Little Americans, pp. 126-138

Gordy—American Leaders and Heroes, pp. 22-30

Gordy—American Explorers, p. 107.

Shaw—Discoverers and Explorers, pp. 84-92

6. Ponce de Leon

Spanish adventurers—seeking gold.

Made Governor of Porto Rico.

Goes in search of wonderful fountain said to renew youth. Fails in finding magic fountain, but finds Florida and claims for Spain.

His death.

Dramatize play, "Florida, the Flowery Land," in "Little American History Plays for Little Americans."

READING LIST.

Pratt—America's Story for American Children, Vol. II, pp. 33-37

Gordy—American Explorers, pp. 87-93

Shaw—Discoverers and Explorers, pp. 54-56

7. Sir Walter Raleigh

Gallant courtier; why favorite of Queen Elizabeth.

Attempt to plant colony in America.

Expedition under Amadas and Barlow; land on coast of North Carolina; kindness of Indians; first colony sent 1585; colonists return to England with Sir Francis Drake.

Introduced into England tobacco, corn and potatoes for first time.

Next year Raleigh sent second colony under John White; Virginia Dare first white child born in Virginia; find out what happened to her; Governor White returns to England for supplies; on his return finds no trace of lost colony.

Raleigh's misfortunes; his death.

The results of Raleigh's ventures.

Why this study is of great interest to North Carolinians.

READING LIST.

Pratt—America's Story for American Children, Vol. III, pp. 33-76

McCorkle—Old Time Stories of the Old North State, pp. 1-27

Gordy—American Leaders and Heroes, pp. 31-42

Connor—Makers of North Carolina History, pp. 1-12

Guerber—Story of Thirteen Colonies, pp. 83-90

Brooks—Stories of South America, Chapter VI

Gordy—American Explorers, pp. 124-140

At the close of the study of Great Discoverers and Explorers it might be of interest for the class to work out a dramatization of the historical characters studied. Each student representing an historical character might give the various reasons the countries had in supporting him in his enterprise and the contribution made to the development of the work and the difficulties encountered in doing this. From such a study the children find out which explorers were sent out by Spain, by England, by France, and by Holland.

READING LIST.

Gordy—American Explorers.

Gordy—American Leaders and Heroes.

Shaw—Discoverers and Explorers.

Eggleston—Stories of American Life and Adventure.

Eggleston—Stories of Great Americans for Little Americans.

Coe—Founders of Our Country.

Tappan—American Hero Stories.

Lucia—Stories of American Discoverers for Little Americans.

Foote and Skinner—Explorers and Founders of America.

Southworth—Builders of Our Country, Books I and II.

Brooks—Stories of South America.

II. REPRESENTATIVE MEN IN COLONIAL DAYS

1. Captain John Smith

His early life—The adventurer, soldier, sailor.

Resolve to come to America.

Landing at Jamestown 1607, under direction London Company with Captain John Smith as active member.

Study the settlement of Jamestown—Life in the colony.

Smith as leader—His adventures which helped him to become a leader.

Character of colonists who came with John Smith.

How his policy saved the colony.

His dealings with the Indians—Pocahontas—Why was he better able to help his people after his stay with the Indians?

How he made the settlers work.

Smith as Governor.

His accident—Return to England.

His return to America—Exploring coast of New England—Made maps of coast—Wrote books and pamphlets on America.

For lessons on John Smith, teachers can find material in "American Citizenship Course in United States History"—Type Studies, Book I, pp. 27-51.

Dramatization—Pocahontas Saving John Smith's Life.

READING LIST:

Forbes-Lindsay—Captain John Smith.

Gordy—American Leaders and Heroes, pp. 42-53.

Tappan—American Hero Stories, pp. 38-48.

Gordy—Colonial Days, pp. 7-24.

Southworth—Builders of Our Country, Book I, pp. 73-88.

Guerber—Stories of Thirteen Colonies, pp. 91-101.

Eggleston—First Book in American History, pp. 23-41.

Eckenrode—Told in Story, pp. 41-58.

2. Miles Standish and the Pilgrims

Standish accompanies the Pilgrims.

Unrest in England due to religious persecutions.

Pilgrims seeking a home.

The voyage of the Mayflower—Landing at Plymouth Rock.

Study poem by Felicia Hemans—"The Landing of the Pilgrims."

Miles Standish helps in the hard first winter—Suffering of colonists—Sickness and death.

The friendly Indians—Samoset—Squanto.

Treaty of peace drawn up by colonists and Massasoit.

Unfriendly Indians—Challenge of arrows and snakeskin—Massasoit warns settlers—Indians defeated.

The first Thanksgiving—Its purpose.

The great feast—Indians invited.

Dramatization of "The First Thanksgiving" in "Little American History Plays," pp. 23-28 and 29-33.

For suggestions for lessons on Pilgrims and Puritans, see "Course with Type Studies," Book I, pp. 53-77.

Study problems relating to home life of the Puritans.

How homes were heated and lighted—Water supply—How did the Puritan mother cook without a stove?

The following pictures for use in illustrating booklets may be procured from Perry Picture Company, Malden, Mass.:

No. 1331—Embarkation of the Pilgrims.

No. 1332—Landing of the Pilgrims.

No. 1334—Departure of the Mayflower.

READING LIST:

Tappan—American Hero Stories, pp. 59-72.

Pratt—America's Story for American Children, pp. 113-132.

Southworth—Builders of Our Country, Book I, pp. 89-100.

Gordy—American Leaders and Heroes, pp. 64-79.

Guerber—Stories of Thirteen Colonies, pp. 105-125.

Gordy—Colonial Days, pp. 53-71.

Eggleston—First Book in American History, pp. 49-59.

Pratt—Early Colonies.

Earle—Child Life in England.

Eckenrode—Told in Story, pp. 59-77.

Bass—Stories of Pioneer Life.

Poetry—Felicia Hemans—The Landing of the Pilgrims.

Whittier—The Corn Song.

3. Captain Henry Hudson

Noted English sea captain—Friend of Captain John Smith sent by Dutch.

What Hudson found instead of a shorter route to India.

Hudson discovers Hudson River—Best river for fur trade.

Experiences with Indians—Trading with Indians.

Hudson Bay discovered.

Life in New Amsterdam—Peter Stuyvesant last Dutch Governor—New Amsterdam becomes New York.

READING LIST:

Southworth—Builders of Our Country, Book I, pp. 123-141.

Gordy—American Explorers, pp. 142-152.

Eckenrode—Told in Story, pp. 78-100.

Shaw—Discoverers and Explorers, pp. 114-121.

Pratt—America's Story for American Children, Vol. II, pp. 137-143.

Pratt—America's Story for American Children, Vol. III, pp. 86-104.

4. William Penn—The Quaker

His boyhood—Son of Admiral Penn—Sent to college—Expelled from college—Exiled from home—Death of his father—His inheritance.

The Quakers—Their beliefs—How they dressed—Their customs.

Penn comes to America—Grant of land received from the King in payment of debt—Location and name of land.

The Indians—The Treaty Elm.

Penn founds Philadelphia, "The City of Brotherly Love"—Freedom of faith granted to all.

Rapid growth under Penn's wise rule.

For illustrative purposes, Perry Picture, No. 1395, a "Penn's Treaty with the Indians," may be secured.

READING LIST:

Gordy—American Leaders and Heroes, pp. 92-101.

Pratt—America's Story for American Children, Vol. III, pp. 158-166.

Gordy—Colonial Days, pp. 173-185.

For type study lesson on William Penn, see "American Citizenship Course in United States History," Book I, pp. 13-26.

READING LIST:

Tappan—American Hero Stories, pp. 108-116.

Gordy—American Leaders and Heroes, pp. 92-101.

Eggleston—First Book in American History, pp. 59-66.

III. TWO GREAT MEN WHO LOVED AMERICA

1. George Washington

His early life.

His boyhood.

Plantation life in Virginia.

The young surveyor.

The young colonel—Braddock sent against the French—Washington's advice—The Indian attack—Washington saves the troops.

Type study lesson on George Washington found in "American Citizenship Course in United States History," Book I, pp. 89-106.

READING LIST:

Wiggins and Smith—The Story Hour.

Gordy—American Leaders and Heroes, pp. 116-135.

Scudder—Life of Washington.

Brooks—True Story of George Washington.

Tappan—American Hero Stories, pp. 117-125.

Guerber—Story of Thirteen Colonies, pp. 191-199.

Eggleston—First Book on American History, pp. 102-114.

Eckenrode—Told in Story, pp. 165-183.

2. Benjamin Franklin

His boyhood—School life—Fondness for books—Learns printing.

His arrival in Philadelphia—Finds work as a printer.

His newspaper—"Poor Richard's Almanac."

As an inventor—Franklin stove—His kite—The lightning rod.

His aid to the colonists.

His many activities—Founds a school—Fire department.

Type study lessons on Benjamin Franklin found in "American Citizenship Course in United States History," Book I, pp. 144-154.

PROBLEMS: Prepare a short story of Franklin to tell at home—Write a short story for history booklet—Copy in your booklet some of Franklin's wise sayings—Find a picture of Franklin—Find out the things we have today which were first given to us by Franklin—Dramatize Franklin's first day in Philadelphia.

READING LIST:

Franklin—Autobiography.

Morse—Benjamin Franklin.

IV. STORIES OF PIONEER LIFE

1. Homes of the People

Clearing the land.

Log cabins—How heated and lighted.

2. Preparing Meals

The open fireplace—Kinds of food used.

3. Dress

The Puritan's dress—The making of clothes.

4. Traveling in the Colonies

5. Schools and Churches

6. Industries, Manners and Customs of First Settlers

7. Relations With the Indians

READING LIST:

Pumphrey—Pilgrim Stories.

Bass—Stories of Pioneer Life.

Pratt—The Early Colonies.

Perry—Four American Pioneers.

Gordy—Colonial Days.

Pratt—Stories of Colonial Children.

Hart—Colonial Children.

Stone and Pickett—Everyday Life in the Colonies.

Eckenrode—Told in Story, pp. 156-164.

Suggested Projects:

1. Make an illustrated booklet of stories about American explorers.
2. Illustrate and write a booklet on pioneer life in colonial days.
3. Write a booklet giving sketches of your favorite representative men of colonial days.

NOTE TO THE TEACHER.—Do your children show a desire to read history and biography, and to improve through this reading?

GRADE FIVE

TEXT: A FIRST BOOK IN UNITED STATES HISTORY—*Thompson*

The work in the fourth grade consisted in the main of a biographical study of outstanding leaders, heroes and patriots, and while this biographical study is continued throughout the fifth grade the narrative form in which the text is written enables the teacher to link up the individual with the event or period in history which made that leader outstanding.

I. EXPLORATION

The period of exploration was practically covered in the fourth grade work through biographical study. However, a review of this work should be given with the use of the adopted text as the basis.

Those explorers not studied in the fourth grade should be here taken up for intensive study. For example, the French explorers—with Champlain as a special type for study.

The period of exploration and discovery is covered in pages 1-78 in text.

II. COLONIZATION

Through the study of representative men of the colonial period in the work of the fourth grade a rich background of facts pertaining to the period of colonization has been acquired. Therefore, much of this work in the beginning will be in the nature of review.

A. English in America

1. VIRGINIA—the first home of English.

Settlement at Jamestown, 1607. Captain John Smith as leader.
Character of colonists. Sufferings of first settlers.

READING LIST:

Eckenrode—Told in Story, Chap. III.

2. THE PILGRIMS IN MASSACHUSETTS.

The voyage of the Mayflower. Landing at Plymouth, 1620.
Pilgrim and Puritan life. A winter of suffering.
John Winthrop—Governor. Growth of colony.
Relations with Indians.

READING LIST:

Eckenrode—Told in Story, Chap. IV.

3. THE BEGINNINGS OF NEW YORK. Settled by Dutch as New Amsterdam.
Later becomes English colony.

Had England a right to seize New Amsterdam?

For dramatization, see "Manhattan Island," in two acts in "Little American History Plays for Little Americans," pp. 42-49.

READING LIST:

Eckenrode—Told in Story, Chap. V.

4. ROGER WILLIAMS FOUNDS RHODE ISLAND.

5. THE MARYLAND COLONY ESTABLISHED BY LORD BALTIMORE.

READING LIST:

Southworth—Builders of Our Country, Book I, pp. 179-186.

6. CAROLINA—THE GIFT OF CHARLES II. Under the rule of Lords Proprietors. Finally Carolina becomes royal province.

7. SETTLEMENT OF PENNSYLVANIA BY QUAKERS UNDER LEADERSHIP OF WILLIAM PENN.

READING LIST:

Southworth—Builders of Our Country, Book I, pp. 187-196.

8. OGLETHORPE—THE FOUNDER OF GEORGIA.

His great purpose in founding Georgia.

His friendship with the Indians.

This period is covered in text on pages 65-121.

READING LIST:

Southworth—Builders of Our Country, Book I, pp. 197-200.

B. French in America

Champlain founds Quebec.

Joliet, an explorer, and Marquette, missionary. Their long journey on the Mississippi. Relations with Indians.

LaSalle—How he reached mouth of Mississippi.

Claims New World for France. Attempt to colonize Louisiana. His death.

Pages covered in text, 142-157.

READING LIST:

Southworth—Builders of Our Country, Book I, pp. 153-178.

C. Study Motives for Colonization by the Different Peoples

1. Home and freedom.
2. For religious freedom.
3. For adventure.
4. For profit.

D. Comparison of Territory Claimed by the Different Nations

SPAIN: Find the place on map claimed by the Spaniards. Why claimed?

ENGLAND: Find the strip of land between the ocean and the mountains held by the English. Majority of colonists Englishmen.

FRANCE: Find on the map the part of North America held by the French. The two waterways claimed by France. Why? How the French were driven from America.

READING LIST:

Gordy—Colonial Days.

III. THE QUARREL BETWEEN ENGLAND AND HER COLONIES

Chapter XV in text.

IV. SOME REPRESENTATIVE MEN OF THE REVOLUTION—MEN WHO HELPED TO MAKE OUR COUNTRY INDEPENDENT

1. PATRICK HENRY—THE FIERY ORATOR

Interesting things in the life of the man.

Read his famous speech, "Call to Arms," in Studies in Reading, Seventh Grade, pp. 94-98.

Picture No. 1383-F, entitled "Patrick Henry Delivering His Great Speech," may be procured from Perry Picture Co., Malden, Mass.

Type Study Lesson on Patrick Henry found in Book I, American Citizenship Course in United States History. Text, pp. 189-196.

READING LIST:

Gordy—Stories of Later American History.

Southworth—Builders of Our Country, Book II, pp. 1-8.

2. SAMUEL ADAMS

Type of steadfast patriot.

People's trusted champion.

His influence on public opinion.

Dramatize meeting presided over by Samuel Adams to protest against the Stamp Act.

Dramatize Boston Tea Party.

READING LIST:

Southworth—Builders of Our Country, Book II, pp. 9-23.

3. GEORGE WASHINGTON

(His early life was studied in the fourth grade.)

His part in the French and Indian War. Text, pp. 161-169.

See Type Study Lesson in American Citizenship Course in United States History, pp. 117-143.

Made commander-in-chief of the Continental Army.

PROBLEMS:

List difficulties Washington had to face as leader. Show how money would have solved many of them. Could the colonies hope to win? The colonists fought for liberty; the English were half-hearted.

CAMPAIGNS OF THE REVOLUTION

AROUND BOSTON:

Lexington, Concord, Bunker Hill.

A dramatization of Paul Revere's Ride is found in "Little American History Plays for Little Americans."

The poems—Paul Revere's Ride, by Longfellow; Emerson's Concord Hymn, and Bryant's, The Song of Marion's Men, become more meaningful and inspirational if studied at this time.

AROUND NEW YORK:

Trenton and Princeton, Valley Forge, Saratoga.

ON THE SEA:

John Paul Jones—Story of the "Bon Homme Richard."

IN THE SOUTH:

Charleston, Partisan Warfare, Camden, Kings Mountain, Guilford Court-house, Surrender at Yorktown.

PROBLEM:

What were the outstanding battles fought on North Carolina soil and why remembered?

Washington—The First President—Text, pp. 198-208; 219-231; 235-238.

Study other Revolutionary Heroes: Nathaniel Greene, Frances Marion, Morgan, Nathan Hale.

Washington Booklet—The writing of a little history book on the life of Washington, with pictures and illustrations, should not only put interest into the history work, but would afford motives for wider reading, and would motivate the language, spelling, and penmanship.

The following Perry Pictures could be used:

No. 1415, Washington at Trenton.

No. 1409, Mount Vernon.

No. 1416-F, Washington at Valley Forge.

READING LIST:

Eggleston—First Book in American History, pp. 115-126.

Southworth—Builders of Our Country, Book II, pp. 24-62.

Scudder—George Washington.

Baldwin—Four Great Americans.

Blaisdell and Ball—Hero Stories from American History, pp. 62-137.

Guerber—Story of Thirteen Colonies, pp. 258-275.

4. THOMAS JEFFERSON

Author of Declaration of Independence.

Thirteen Original Colonies become United States of America.

Birthday of American Nation, July 4, 1776. Age of country today.

Jefferson—member of Washington's Cabinet. Becomes President. Purchase of Louisiana.

Play, "Independence Day," found in "Little American History Plays for Little Americans."

Have children work out original dramatization of the Signing of the Declaration of Independence. Text, pp. 208-211; 239-244.

Picture, No. 1389, entitled "Signing of the Declaration of Independence," may be procured from Perry Picture Co., Malden Mass.

READING LIST:

Southworth—Builders of Our Country, Book II, pp. 108-115.

Guerber—Story of Thirteen Colonies, pp. 248-253.

Eggleston—First Book in American History, pp. 127-133.

5. BENJAMIN FRANKLIN

(With special reference to the Revolution.)

Study of his life was made in the fourth grade. This did not include his connection with the Revolution.

The Statesman—the wisest American of his time.

Signer of Declaration of Independence.

Services to his country during and after the Revolution.

PROBLEM:

List the things Franklin did that entitle him to fame. What was the greatest of these?

Type Study in American Citizenship Course, Book I.

Text, pp. 211-216.

READING LIST:

Southworth—Builders of Our Country, Book I, pp. 208-225.

6. MARQUIS DE LAFAYETTE—FRENCHMAN—FRIEND OF LIBERTY

Came to help America.

His friendship for Washington. Made General by Congress.

Find out what America did to help France in World War.

See dramatization in "Little American History Plays for Little Americans," pp. 92-98.

READING LIST:

Southworth—Builders of Our Country, Book II, pp. 93-96.

Baldwin—Four Great Americans.

Blaisdell and Ball—Hero Stories from American History, pp. 199-216.

PROBLEMS:

Why are these men selected to represent this period?

Who were leading men of North Carolina of this period?

Select several as types and study them.

V. HEROES OF THE GREAT WEST

1. DANIEL BOONE—PIONEER FRONTIERSMAN

Lived in North Carolina in 1769. Through Cumberland Gap to Kentucky.

Builds fort called Boonsborough. His experiences with the Indians. His life as a pioneer. Capture of Boone and his escape.

Moves to Missouri.

Boone's service to the West.

Draw a map showing Boone's explorations.

Why a study of Daniel Boone is of especial interest to North Carolina students. "Boone Trail Highway." "Boone markers by D. A. R." Text, pp. 178-184.

Type Study on Daniel Boone by Charles A. McMurry. Price, 15 cents. George Peabody College for Teachers, Nashville, Tenn.

READING LIST:

Abbott—Daniel Boone.

McMurry—Pioneers of the Mississippi Valley.

Forbes-Lindsay—Daniel Boone, Backwoodsman.

Tappan—American Hero Stories, pp. 200-206.

Southworth—Builders of Our Country, Book II, pp. 116-121.

Perry and Beebe—Four American Pioneers.

TYPE LESSON

STORY OF DANIEL BOONE

NOTE.—This lesson illustrates the developmental method of presentation. It is taken from Burton's "Supervision and the Improvement of Teaching," and is used here by permission of the publishers, D. Appleton & Co. It should serve to illustrate how other history stories may be developed.

Teacher's Aim

To develop the Story of Daniel Boone.

Analysis of the Aim

Old knowledge—general knowledge of colonial and pioneer conditions.

New knowledge—Story of Daniel Boone.

Sources and References

In this instance "Four American Pioneers," by Perry and Beebe, was used. Any other book containing a full account of Daniel Boone's life will do.

Method

"What part of our country was first settled? Why not this section sooner than it was? (Pointing to map west of Alleghanies.) (*Mountains were a barrier. Plenty of land east of them for a long time.*) What kind of country lay beyond the mountains? (*Wild, unexplored, dangerous.*) What were some of the dangers you might expect explorers to meet there? (*Indians, wild beasts, accidents due to lack of roads, etc.*) Were there any attractions? (*Fertile land in some valleys for farmers. Plenty of game for hunters.*) What kind of people would want to go to land like this? (*Brave, adventurous.*) Does anyone know of a famous man who did cross the mountains into Kentucky? (*Daniel Boone.*)

PUPIL'S AIM.—"Let us find how Daniel Boone became the 'Hero of Kentucky.'" We cannot find out all about Daniel Boone today, or even this week. What are some of the many things we will have to discover in order to know why he was the hero of Kentucky? (*Why he went to Kentucky. What he did there. How he fought the Indians. How he was able to do the things he did. How he was able to lead the hard life of a new settler successfully. If he made a settlement himself, etc.*)

"Let us begin at the beginning by finding how his early life fitted him to be an explorer.

SUB-AIM FOR UNIT 1—"How Daniel Boone's early life prepared him to be an explorer.

"How did people live in colonial days? What were some of their occupations? What sort of homes did they have? (*Wealthy people had mansions, while the poorer people had log cabins.*) Daniel Boone's father was a hunter. Where would you expect them to live? (*In a cabin near the woods.*) How might it be furnished? What things would you expect to see in a hunter's cabin? (*Details of furniture, heating, lighting, clothing, preparing food, etc., may be discussed.*) How might a boy who lived in this sort of home amuse himself? (*Play in woods. Make pets of animals. Hunt with father.*) Yes, he even took long hunts alone. What would he learn on these trips? (*About kinds of trees and plants; things to eat in forest; how to tell directions; how to track animals and to imitate their calls; to be a good shot, etc.*) (Some

pupil may state that he would learn how to fight or avoid Indians. The teacher should then state that most of the Indians were friendly, and ask what Daniel Boone might learn from them as he hunted or talked with them.) (*He would learn more about the woods, about tracking and stalking, how to move silently through the forest, and about the habits of the Indians.*) How would all this be valuable to an explorer? How else would this life help him? (*Develop a strong body, keep him healthy and fit, able to endure for long periods without food or rest.*)

"As population became more dense, how would things change around Boone's home? (*Land would be cleared for farming, game would become scarce.*) Would the hunters like this? What would they be likely to do? (*Move to a new home.*) Yes, Daniel Boone's father took his family to a new home in North Carolina, on the Yadkin River. (Locate on map.) How would they travel to the new home? (Class discusses difficulties of travel through new country.) What things would they be likely to take with them? What would be the first thing to do when they arrived? (*Build and furnish cabin.*) Yes, and it was not long after this that Daniel decided to build a cabin for himself. What do you think he was planning to do? (*Get married.*)

"How would this journey to North Carolina help to prepare Boone to be an explorer? (*Would give him familiarity with the difficulties of travel in a new country, teach him how to travel with the least possible baggage, how to support himself while on the way. He would also learn how to build a new cabin and establish a new home.*)

"As time went on the same thing happened in the new home that had happened in the old one in Pennsylvania and the Boones decided to move again. This time Daniel Boone decided to strike out for himself into the new country west of the Alleghanies. What did we start out to find today? (*How Daniel Boone's early life prepared him to be an explorer.*) Let us summarize what we have found:

"Daniel Boone learned:

1. Much forest lore.

(Knowledge of trees and plants. Habits of birds and animals. How to tell directions.)

2. How to get food in the forest.

(The stalking, killing, and preparation of game. The making of fishing tackle, the repair of guns and tools. The use of berries, roots, and other edible plants.)

3. How to get along with the Indians.

(How to live with them and profit by the knowledge. How to fight and outwit them if necessary. How to move silently through the forest. How to imitate birds and animals.)

4. How to travel through new country.

(Making and carrying of a pack. How to use horses where there are few roads. Clothing and equipment.)

5. How to make a new home.

(Clearing of the land and building the cabin.)

6. How to be brave and self-reliant, and to keep in good physical condition."

SUB-AIM FOR UNIT 2—"Today we will find out how Daniel Boone prepared for his journey into Kentucky.

"Do you think Boone would go alone on this journey? How large a party? (If some pupils think that a large party would be best in order to make a settlement, others will be able to answer this by showing that this was an exploration and, therefore, a small, quick-moving, easily fed and defended party would be best.) Would he take his wife? (*No, would prefer men only.*) Yes, he did, and he chose five hunters to go with him.

"What kind of a country did we say this was? (*Wild, unexplored, and dangerous. No stores, roads, houses, or white people. Indians and wild beasts would be met with.*) Then what must they be prepared to do? (*Fell trees, cross streams, find and prepare their food, kill wild beasts, fight Indians.*)

"What will be some of the things they will need to take along? (*Guns and ammunition. Knives and tomahawks. Hatchets and other small tools.*) Yes, despite their weight, these things must be carried.

"How will they carry these and other things that will be necessary? (*Horses and wagons were probably not used because of rough country. Must, therefore, carry belongings in packs on their backs.*)

"How would these men be clothed? (Homespun suggested by some and rejected by other pupils because it would not wear. Bear-skin suggested, because of warmth, and rejected because of weight and cumbersomeness. Buckskin finally chosen, because of light weight and durability. Teacher corroborates the correctness of their inference.) What would they wear on their feet? (Heavy boots suggested, but rejected because of weight, difficulty of repair or replacement. Moccasins agreed upon. Coonskin caps were discussed.) Would they carry much extra clothing? (Decide little or none, since what they have can be replaced in the woods.)

"How would the party shelter themselves at night and during storms? (Tents are suggested, but rejected because of inability to carry them. Must get under trees, in caves, or go without shelter.) Will they be able to stand this exposure? (*Yes, all are hardy men, trained in the forest.*)

"Would they carry any food with them? (This question usually starts considerable discussion in the class. Some pupils will insist that certain foods must be carried, while others will think the party must rely on the woods and streams. As a matter of fact the party carried practically no provisions with them. The discussion can be led to that conclusion by the teacher when it has gone as far as it profitably can.)

"What did we start out to find today? (*How Daniel Boone prepared for his journey into Kentucky.*) Let us summarize what we have found." (An outline summary is worked out upon the board as was done at the end of the first unit.)

(The story is then continued until the following units have been worked out:)

1. How Daniel Boone's early life prepared him to be an explorer.
2. How he prepared for his journey into Kentucky.
3. The experiences and adventures on the trip.
 - (a) The adventures on the trip.
 - (b) The new land they found.
 - (c) Capture by the Indians.
 - (d) Living like Robinson Crusoe.

4. How he led his first party of settlers into Kentucky.
5. How he prepared the way for a new settlement.
6. More adventures with the Indians.
7. How Boonesboro was besieged by the Indians.
8. How he spent his old age.

Discussion.—These two lessons illustrate rather well the developmental method of presentation in which the events of a story are inferred by stimulating the pupils to use their imaginations and build upon their own knowledge. In some places, of course, the book must be used to get facts that cannot be inferred, but it is remarkable how much can be developed by a skillful teacher.

After the story has been developed it can be read in class, as there will be sufficient additional information to guarantee interest, or it may be read outside at the option of individual pupils. Dramatizations can be organized.

Imagination should be supplemented at every turn by the teacher through use of many pictures of frontiersmen, their weapons, costumes, tools, pictures of Indians, of hunting, of early settlements, log cabins, forts, etc. Interesting information can also be contributed to the lesson by the teacher if she is careful not to become a lecturer. For instance, Roosevelt's *Winning of the West* has much interesting material that can be adapted. Pupils can be stimulated to read other stories of like nature.

Sub-points should be worked out for each unit as illustrated in the first and third. The above arrangement of units may not suit all teachers, and it should be varied to suit individual preferences.

2. GEORGE ROGERS CLARK—FRIEND OF DANIEL BOONE

Wins the Northwest.

Capture of Kaskaskia and Vincennes.

Why pioneers went farther west.

The debt we owe to Clark—held the Illinois country—what is now Ohio, Indiana, Illinois, Michigan, Wisconsin, and a part of Minnesota.

Text, pp. 217-219.

Type Study on George Rogers Clark, found in Citizenship Course in United States History, pp. 155-178.

READING LIST:

Tappan—American Heroes, pp. 185-193.

Blaisdell and Ball—Hero Stories from American History, pp. 1-17.

Perry and Beebe—Four American Pioneers.

VI. MAKING OUR COUNTRY LARGER

1. Under Jefferson administration—Purchase of Louisiana. Why sold.
Purchase price. Size of territory. Study extent on map.
2. Lewis and Clark sent to explore Louisiana Territory.
Use map to trace their journey.
3. How we acquired Florida. Purchase price.
Andrew Jackson—Indian fighter.
4. Annexation of Texas. Mexican War.
The study of Texas and the Mexican War brings out Sam Houston as
an interesting character.

VII. WHY THE UNITED STATES WENT TO WAR IN 1812

Had England a right to impress our seamen into her service?

Did we win the War of 1812?

Text, pp. 245-253.

VIII. INVENTORS AND THEIR INVENTIONS

Eli Whitney and the Cotton Gin.

Cyrus McCormick and the Reaper.

Robert Fulton and the Steamboat.

See Type Study in American Citizenship Course in United States History,
pp. 208-222.

The Coming of the Railroad.

S. F. B. Morse and the Telegraph.

See Type Study in American Citizenship Course in United States History,
pp. 223-239.

Elias Howe and the Sewing Machine.

Far-reaching effects of these inventions on industrial and commercial progress.

Text, Chapter XX.

Thomas A. Edison—The American Magician.

Alexander Graham Bell and the Telephone.

Wright Brothers invent the Aeroplane.

READING LIST:

Gordy—American Leaders.

Southworth—Builders of Our Country, Book II.

Mowry—American Inventions and Inventors.

IX. THREE GREAT STATESMEN—"THE GREAT TRIUMVIRATE"

WEBSTER, CLAY, CALHOUN

Sections of the country they represented.

The characteristics of each—

WEBSTER—the great orator.

Famous for his speeches and debates.

Famous Webster-Hayne debate.

Webster believed the Union was one and inseparable.

CLAY—the great pacificator.

“The Mill Boy of the Slashes.”

His interest in the question of slavery in the territories.

His long and interesting career in Congress.

Missouri—free state or slave state.

The Compromise of 1850.

“I would rather be right than president.”

His effort to hold the North and the South together.

CALHOUN—Type of Southern leader.

Great exponent of States' Rights.

Text, pp. 201-306.

READING LIST:

Baldwin—Four Great Americans.

Southworth—Builders of Our Country, Book II, pp. 158-175.

X. REPRESENTATIVE MEN OF THE CIVIL WAR

1. ABRAHAM LINCOLN

The boy—his birthplace—his home—his early life—kind of school attended—how he taught himself.

Lincoln—the lawyer—in the legislature.

Lincoln—the politician.

His great-heartedness and love for humanity.

The great slavery question—Why slavery grew rapidly in the South and not in the North.

Lincoln—the president. Difficult position during a crisis in the history of the nation.

The Emancipation Proclamation.

Story of Gettysburg Address—“The Perfect Tribute,” by Mary Shipman Andrews. *Scribner*.

His tragic death. In connection with a study of Lincoln's death, Walt Whitman's “O Captain! My Captain!” should be read.

READING LIST:

Baldwin—Four Great Americans.

Baldwin—Abraham Lincoln.

Gordy—Abraham Lincoln.

Brooks—True Story of Lincoln.

Tappan—American Hero Stories, pp. 254-265.

Southworth—Builders of Our Country, Book II, pp. 186-216.

Eggleston—First Book in American History, pp. 171-185.

POETRY:

Whitman—O Captain! My Captain!

Markham—Lincoln, the Great Commoner.

Howe—Battle Hymn of the Republic.

2. ROBERT E. LEE—THE SOUTH'S GREAT LEADER

His early life—his education—served in the Mexican War.

His beautiful home at Arlington.

His characteristics—

As a man—strong, manly, fearless, handsome in appearance and noble in character.

As a soldier—conscientious in duty, brilliant, resourceful and brave.

Offered command of Union Army by Lincoln.

His struggle for choice between loyalty to government under which he had fought and loyalty to South.

He held the love and confidence of the men under him.

Defending Richmond—Two victories for Lee—Fredericksburg and Chancellorsville.

Battle of Gettysburg. Final struggle with Grant. Surrender at Appomattox. Brave to the last and yielded his sword only when there was nothing left to do.

He helped to unite the country after the war.

Retired to private life. Made president of Washington and Lee University. Text, pp. 321-328.

READING LIST:

Hamilton and Hamilton—Life of Robert E. Lee for Boys and Girls.

Southworth—Builders of Our Country, Book II, pp. 217-228.

3. ULYSSES S. GRANT—LEADING GENERAL OF THE NORTH

His early life. Record at West Point.

Served in Mexican War.

As farmer and business man.

Made Commander of Union Forces by Lincoln.

Known as the silent General who won victories.

"I propose to fight it out on this line if it takes all summer."

Surrender at Appomattox. Kindness to conquered.

President Grant.

Trip around the world. His business reverses.

Tomb on Riverside Drive in New York.

Text, pp. 321-336.

READING LIST:

Southworth—Builders of Our Country, Book II, pp. 217-228.

XI. PRESIDENT WOODROW WILSON AND THE WORLD WAR

WOODROW WILSON

His early life and college training. The young lawyer.

College professor. Governor of New Jersey.

President of the United States.

The clash with Germany.

Congress declares war—April 6, 1917.

General John J. Pershing in command.

President Wilson and American War Aims.

America's Part in the Great War.

The End of the War.

Text, pp. 386-401.

NOTE TO TEACHER.—Have your children an understanding of the history of the United States through a knowledge of the lives of its great men and through knowing the qualities which made them successful leaders, discoverers, explorers, pioneers, statesmen or inventors?

Do they show a desire for further reading and study of history and biography, and a taste for the right kind of reading material?

GRADE SIX

The texts adopted for history in the sixth grade are:

Hill—Young People's History of North Carolina.

(For first half term or first four months.)

Hall—Our ancestors in Europe.

(For second half term or second four months.)

In the outlines on each of these books provision is made to cover the main topics and those of minor importance are omitted. If it is not possible to cover the outline in the length of time prescribed then it may seem advisable to continue until it is completed, even though this study may continue into the work of the next term. The main thing is to teach thoroughly what is taught.

HISTORY OF NORTH CAROLINA

Text:

Hill—Young People's History of North Carolina.

ADOPTED FOR SUPPLEMENTARY USE:

Connor—Makers of North Carolina History.

Teachers should keep in mind the following aims in teaching the history of North Carolina:

1. To teach the history peculiar to North Carolina and to show its relation to the history of the nation.
2. To show the character and temper of the early people of the State.
3. To show how the people rose to the occasion at the various crises through which the nation and State passed.
4. To give an acquaintance with outstanding North Carolina characters and events.
5. To trace the growth and development of the State.
6. To foster love for the State and to increase a just pride in its past and a faith in its future possibilities.

Not all facts are of equal importance, some are essential for the child to know and should be taught while others not so essential should be omitted. Therefore, in the following outline, it will be seen that certain large topics with minor facts which group themselves around these large topics are selected for study. This type of work lends itself to a more thorough and

intensive treatment, and is to be preferred to a page by page assignment. Teachers should richly supplement the study of history of our State with reference reading here given, and the books should be available for the children's reading.

I. SIR WALTER RALEIGH'S UNSUCCESSFUL ATTEMPTS TO PLANT A COLONY IN AMERICA

a. Sends Amadas and Barlowe to America to find a good place to plant a colony. Manteo and Wanchese return to England with them.

b. First Attempt to Plant Colony

Raleigh sends out colony under Ralph Lane as governor. Landed on Roanoke Island, June 1585. Manteo friendly—Wanchese hostile. Colonists would not work and suffered for food. Arrival of Sir Francis Drake—Departure of the colonists for England.

c. Second Attempt—The Lost Colony

Raleigh sends out second colony—133 men and 17 women under Governor John White. Landed on Roanoke Island. Virginia Dare, first white child born in America. White returns to England for food. Detained there two years. Upon his return to America could find no trace of the colonists.

Although Raleigh's attempts were unsuccessful, he pointed the way to found English colony in America.

Raleigh's misfortunes—His death.

The capital of our State named in his honor.

NOTE.—The story of the Lost Colony is told in a moving picture entitled "The Lost Colony." North Carolina talent was used in the production of this picture and the scenes are those in Eastern North Carolina. It was gotten out under the direction of the State Department of Education. Schools having motion-picture machines may secure this picture for special purposes by writing the State Department of Public Instruction.

Text—*Hill's Young People's History of North Carolina*, pp. 1-23.

REFERENCE READING:

Connor—The Story of the Old North State, Chap. I.

Connor—Makers of North Carolina History, Chap. I.

Allen—North Carolina History Stories, pp. 9-37.

Terry—History Stories of Other Lands, pp. 160-170.

II. PERMANENT SETTLERS OF NORTH CAROLINA

a. The First Settlers

Came from Virginia—Date uncertain.

Character of these people—George Durant—Type of early settler; patriot and leader.

Origin and name of new colony—Carolina.

b. How Governed—The Lords Proprietors

William Drummond—our first governor—Type of man—How his life ended.

Text, pp. 25-37.

REFERENCE READING:

Connor—Makers of North Carolina History, Chap. II.

Connor—The Story of the Old North State, Chap. II.

Allen—North Carolina History Stories, pp. 38-41; Book II, pp. 7-10.

c. Other New Settlements

The First Clarendon Colony—names the place Charles Town.

Second Clarendon Colony.

Carolina divided into three counties.

Albemarle County under Drummond—expansion into North Carolina.

Clarendon County under Yeamans—Craven under Yeamans.

Clarendon Colony abandoned 1667.

Some first laws.

The Grand Model—Its failure.

d. Disorder in the Colonies

Feeling of Lords Proprietors towards colonists. The feeling of the people towards the Lords.

Lords Proprietors attempt to break up trade with New England.

Carteret tired of strife, flees from colony.

Eastchurch and Miller.

Miller's oppression arouses anger of people—People take government in their own hands. Righteous anger of people against injustice.

Struggle for rights.

Banish Sothel.

People refuse to stand for unjust laws—not to blame. Unjust laws from England and poor governors cause of trouble.

e. Growth of Colony Under Good Leadership

Philip Ludwell.

John Archdale—people burdened with rents—Archdale encourages them to buy homes.

An act to establish State church. Ministers sent—Life in the colonies as they saw it.

Text, pp. 38-43; 50-68.

REFERENCE READING:

Allen—North Carolina Historical Stories, Book II, pp. 11-14.

Connor—Makers of North Carolina History, Chap. III.

f. French Settle on Pamlico

The town of Bath built—St. Thomas's Church at Bath—oldest in North Carolina.

g. Second French Colony

Settle between Neuse and Trent rivers.

h. German and Swiss Settlers

Christopher de Graffenreid—Swiss build New Bern. Oldest towns in State—Bath, New Bern, Edenton, Beaufort, Brunswick, and Wilmington.

Text, Chapter XII.

i. Affairs in the Colonies

Two claimants for position of governor—Cary and Glover—How settled.

Edward Hyde—first governor of North Carolina (North Carolina separated from South Carolina).

Indian Massacre of 1711-13. South Carolina lends aid—The power of the Indians broken. North Carolina goes to aid of South Carolina in Indian troubles—Lords Proprietors not only gave no aid during trouble with Indians, but when homes were burned and lands laid waste, demanded their rents in silver.

Colonel Thomas Pollock succeeds Edward Hyde as governor.

Charles Eden governor, May, 1714.

George Burrington as governor—blustering and quarrelsome. His removal.

The skill of Lords Proprietors in picking out poor governors.

Burrington's successor—Everard—no improvement.

Boundary line between North Carolina and Virginia long a matter of dispute. How finally settled.

Early life in North Carolina.

Study the life and character of the people who laid the foundation for the State. The three classes.

How they dressed—their food—their homes—how furnished.

Their amusements—ways of travel—money used.

Farm life—each family a world in itself.

Early schools.

End of Government of Lords Proprietors—1728.

King buys North Carolina.

Proprietary government unsatisfactory. Some causes for this.

No other colony had so long and so hard a struggle.

Text, Chapters XIII, XIV.

REFERENCE READING:

Connor—Makers of North Carolina History, Chap. IV.

Connor—The Story of the Old North State, Chaps. III, IV, and V.

Allen—North Carolina History Stories, Book II, pp. 19-23; 32-47.

III. UNDER THE KING'S RULE

North Carolina a Royal Colony. King George II.

a. First Royal Governor—Quarrelsome George Burrington

His second administration. His good traits.

Governor Gabriel Johnston and rent disturbances.

Text, Chapter XV.

b. New Settlements and People

Highland Scotch—Counties settled.

Scotch Irish—Counties settled.

Germans—Counties settled.

Moravians—Forsyth. Salem started 1766.

Irish—Duplin County.

Character of these people.

Find the counties on the map that were settled by the different nationalities.

Text, Chapter XVI.

c. Hugh Waddell and the French and Indian War

Waddell builds Fort Dobbs.

Text, Chapter XVII.

REFERENCE READING:

Connor—Makers of North Carolina History, Chap. V.

d. England Now Under Rule of King George III

His attitude to America colonists.

The resistance of the American colonists.

Disturbances prior to 1776.

Feelings of the people which led to the War of the Regulators.

Demonstration against Stamp Act.

Boston harbor closed. North Carolina helps Boston.

Edenton Tea Party.

John Harvey calls first People's Convention without consent of governor.

Mecklenburg Declaration.

Moore's Creek Bridge.

Halifax Convention—North Carolina the first State to break ties with England.

North Carolina signers of Declaration of Independence.

Text, Chapters XVIII and XX.

REFERENCE READING:

Connor—Makers of North Carolina History, Chaps. VI, VII, and VIII.

McCorkle—Old Time Stories of the Old North State, pp. 44-76.

Connor—The Story of the Old North State, pp. 60-89.

IV. THE NEW-BORN STATE**a. State Constitution Adopted December 18, 1776**

Three departments of government—

1. The legislative

2. The executive

3. The judicial

Richard Caswell—people's first governor.

b. North Carolina's Part in the Revolutionary War

Aid South Carolina when invaded.

Charleston surrenders to British.

Way to North Carolina open.

Battles on North Carolina soil.

Ramsour's Mill, Hanging Rock, Camden—Cornwallis invades North Carolina.

Battle of Kings Mountain—Effects.

Victory at Cowpens and what it led to.

Battle of Guilford Courthouse and the result. Whose victory?

North Carolina's gift to General Greene.

The end of the war.

Make a study of the leading men of this period—Richard Caswell, John Harvey, and Cornelius Harnett.

Text, Chapters XXI, XXII, XXIII, XXIV.

REFERENCE READING:

Connor—Makers of North Carolina History, Chaps. IX and X.

McCorkle—Old Time Stories of the Old North State, pp. 88-128.

Connor—The Story of the Old North State, pp. 89-101.

Allen—North Carolina History Stories, Book IV, pp. 9-48.

V. THE MAKING OF A STATE AND NATION**a. Conditions in the State at the Close of the Revolution**

Keen interest in State affairs.

Constitutional Convention at Philadelphia. North Carolina representatives.

New government not to start until nine states have been adopted.

North Carolina refuses to ratify, 1788. Voted to enter Union November 21, 1789.

State University established at Chapel Hill, 1789.

Raleigh, Wake County, chosen for State Capital.

State House finished 1794—burned 1831.

b. America's Trouble With France at Close of 18th Century

Governor Davie of North Carolina sent to make treaty.

NOTE.—In *Connor's* Makers of North Carolina History, Chap. II, is given a sketch of life of Davie. Life of William R. Davie found in *Peele's* Lives of Distinguished North Carolinians, pp. 61-80.

c. Living Conditions at Close of 18th Century**d. North Carolina Affected Little by War of 1812**

Two North Carolinians in the Navy.

e. Internal Improvements

Transportation; by rivers and canals—building of railroads.

Literary Fund set apart for schools in 1825.

State system of schools begun in 1840.

Calvin H. Wiley—first State Superintendent of Schools, 1852.

NOTE.—In *Connor's* Makers of North Carolina History, Chap. XVII, is given a sketch of Calvin Wiley's life.

Churches make provision for education of women.

State Institution for Deaf, Dumb, and Blind established.

State Hospital for Insane.

Text, Chapters XXVI, XXVIII, XXIX, XXX, XXXI, XXXIV.

REFERENCE READING:

Connor—The Story of the Old North State, pp. 109-120; 126-133.

VI. THE SLAVERY QUESTION AND HOW SETTLED

a. Contention of North on Slavery Question

Opposed to extension into new territory.

South favored extension into new territory.

Between 1840-1860. Questions of slavery uppermost.

Differences of opinion between North and South—to end only with the great Civil War.

Election of Lincoln on program of restriction of slavery.

b. Secession of Southern States

At first North Carolina votes against seceding. Her firm belief in two principles.

Governor Ellis' reply to Secretary of War: "You can get no troops from North Carolina."

The Convention of 1861. North Carolina joins Confederacy, May 27, 1861.

c. The Part North Carolina Took in the Civil War

Her preparation. How troops were equipped and supplied.

Zeb Vance—the War Governor.

How the State helped the Confederacy. Military events in North Carolina.

North Carolinians conspicuous in service.

The faithfulness of the negroes. North Carolina's record. Her losses.

The suffering of her people.

Heroism of her women. Their sacrifices for the cause they thought right.

North Carolina true to the Confederacy to the end.

Text, Chapters XXXVI, XXXVII, XXXVIII, XXXIX, XL, XLI, XLII, XLIII.

REFERENCE READING:

Connor—Makers of North Carolina History, Chaps. XVIII and XIX.

Hamilton—Reconstruction in North Carolina.

Bruce—Brave Deeds of Confederate Soldiers.

VII. NORTH CAROLINA AFTER THE WAR

a. Reconstruction Plans

Conditions in the State.
Civil Rights Bill.
The Fourteenth Amendment.
The Convention of 1868. A corrupt Legislature.
Days of crime—Ku Klux Klan.

b. Return to Prosperity

Progress of the State.
Educational activity. University reopened.
Numbers of colleges established. Other State institutions.
The growth and development of the public school system.
Governor Charles B. Aycock and public education.
Charles D. McIver.
Some Outstanding Governors of North Carolina—their records.
Industrial growth of State.
Text, portions of Chapters XLIV, XLV, XLVI, XLVII, XLIX, L.

REFERENCE READING:

Connor—Makers of North Carolina History, Chaps. XX and XXI.
Hamilton—Reconstruction in North Carolina.

VIII. NORTH CAROLINA OF TODAY

Study from the following standpoints:

North Carolina's rank:

1. As an agricultural State
2. In manufacturing
3. In road building
4. In her system of public schools
5. In outlook for the future
6. In health

Children should be encouraged to read the newspaper for live topics of the day. They should form the habit of reading the editorial column in the State newspapers, and show an interest in the progress of the State.

NOTE TO THE TEACHER.—In what ways do your children show loyalty and patriotism to the State of North Carolina?

Do they show an appreciation of the best in the lives of those outstanding historical persons who have helped make the State what it is?

Do they show an appreciation of the advantages offered as a citizen of the State?

EUROPEAN BACKGROUND OF AMERICAN HISTORY

TEXT: OUR ANCESTORS IN EUROPE—*Hall*

NOTE.—This outline was written by Miss M. E. Rich, Supervising Teacher, N. C. College for Women.

Teacher's Aims

1. To give the children in tangible, concrete form the setting for United States History.

2. To help the children to understand the present.
3. To help the children to read the newspapers intelligently, as well as discerningly.
4. To help the citizens of the near future to think internationally. The Great War has forced this upon us.

Teachers should study the introduction by J. M. Gambrill, and "To Teachers," by Jennie Hall, in the text—the first for outlook, the second for method.

I. EARLY PEOPLES

a. Greeks

1. AS SAILORS—the stories of Argonaut and Odysseus show that the ancient Greeks explored.
Reasons for exploring.
2. AS COLONISTS.
 - (a) Located around Black Sea, shores of Sicily, Italy, Gaul, Africa.
 - (b) Olympic games, bond that united colonists to another country.
3. AS MAKERS OF CITIES.
 - (a) Types.
 - (b) Sparta—a war camp. Topography of surrounding country.
 - (c) Athens—for beauty and peace. Topography—compare with that of Sparta.
 - (d) Ideals in education, religion and government.
 - (e) Men it produced—Socrates, Thimostocles, Perides.
4. AS PROTECTORS OF THEIR OWN CIVILIZATION AGAINST INVASIONS OF THE PERSIANS. Contrast the two civilizations.
5. AS CONQUERORS AND BUILDERS. Delian confederacy and rebuilding of Athens.
6. AS SUBJECTS.
Under Alexander—Greek civilization spreads.

SUGGESTED HELPS:

In text, page 19: 1, 3, 4; page 52: 1, 2, 3, 4; page 73: 1, 2, 3, 4 (5 for unusual child).

QUESTIONS AND PROBLEMS:

How did your town begin?

Are there any places in your town the Athenians would have beautified?

Pretend you are Athenians, and hold a meeting to discuss whether you will send earth and water to the Persian king.

READING LIST:

Church—The Story of the Odyssey.

Church—The Story of the Iliad.

Haaren and Roland—Famous Men of Greece.

Guerber—The Story of the Greeks.

Baldwin—Old Greek Stories.

Clark—Story of Ulysses.

Tappan—Old World Hero Stories, pp. 1-67.

b. Romans**1. AS CONQUERORS.****(a) Of Italy.**

Reasons for conquests: (1) favorable location of Rome, (2) to protect themselves from robber bands.

Way early Romans lived (detail)—compare with Athenian life.

(b) Of Known World.

Carthage in spite of men like Hannibal.

(c) Of East.

Conquered Greece. Conquered and punished pirates making travel by sea impossible.

(d) Gaul Conquered by Cæsar.

Gauls contrasted with Romans.

Gauls—lack of unity.

Romans—organization (1) of materials—war engines, (2) of peoples—army and camp.

2. EFFECT OF CONQUESTS ON ROMANS.**(a) Hellenized them.****(b) Made some very rich and some very poor.****(c) Lead to bad government in the provinces through selfishness and carelessness.****3. AS RULERS—ROMAN EMPIRE.****(a) Spread Greek and Roman civilization in Gaul and in Britain.****(b) Made travel possible by building roads and inns at the end of a day's travel, every 40-50 miles.****(c) Encouraged trade by having markets and providing honest measures.****(d) Spread Christianity—(1) Paul's time; (2) Time of Christian Martyrs; (3) Emperor Constantine becomes a Christian.****INFLUENCE OF ROMANS SUMMARIZED:**

Ruled for 400 years.

1. Centralized government.

2. Welcomed foreigners and learned from them.

3. Gave to Europe the idea of an absolute ruler.

4. Gave to Europe the idea of organizing a body of king's helpers, rank below ranks, all responsible to king.

5. Gave law to Europe.

6. Gave habit of obeying law.

SUGGESTED HELPS:

In text, page 89: 1, 2, 5, 6, 7, 9; page 115: 1; page 139: 1, 2, 4.

PROBLEM:

Write a dialogue that two young Romans walking in the Forum might have had concerning the greatness of Rome, their love for her, their religion.

READING LIST:

Terry—History Stories of Other Lands, Book III.

Tappan—Old World Hero Stories, pp. 75-125.

Haaren and Poland—Famous Men of Rome.

Guerber—Story of the Romans.

Church—Roman Life in the Days of Cicero.

II. NEWER NATIONS

a. The Barbarian Conquerors

1. The Germans—tribal life—contrast with Roman.
 - (a) What did Germans learn from Romans?
 - (b) What did Germans have which Romans did not?
2. Migration of Huns from North—set Goths in motion.
 - (a) Conquest from east through Greece to Rome under a leader like Alaric—destroyed Roman civilization.
 - (b) Defenders of Roman civilization under leader like Adolf, and settled in lower Gaul and northern Spain.
3. Started Franks to move and founded France and Germany.
4. How England began.
 - (a) Romans in Britain—review.
 - (b) Angles and Saxons took Britain.
 - (c) Warlike German tribes—brought with them the idea of representative government.
Anglo-Saxon moots.
 - (d) King Alfred's reign united the country.
 - (1) Alfred, the man—"kind toward all men, and merry."
 - (2) "The laws of King Alfred"—old traditions written down—chose best, and wrote a few new laws of his own.
 - (3) Learning sought for by Alfred for himself and for his people.
 - (4) Made peace with the Danes, allowed them to settle in England, and treated them like his own Englishmen, with the result that they became English.
5. The Normans conquered Britain.
 - (a) Normandy—a Viking settlement.
 - (b) What William of Normandy did for England—kept records—Doomsday Book—brought English in touch with French manners, and added beauty to lives—widened their horizon.
 - (c) Good laws of Henry II—Grandson of William of Normandy—trial by jury in contrast to trial by ordeal. Liberty of free towns—Helleston, a type.
 - (d) King John forced to sign the Great Charter, 1215.
 - (1) John—selfish and cruel—thoroughly bad.
 - (2) People rebel under leadership of Stephen Langton, Archbishop.
 - (3) People made a weapon with which to control their kings.

SUGGESTED HELPS:

In text, page 160: 1; page 212: 2, 3, 4, 5, 6, 7.

PROBLEMS:

Dramatize the events which lead to forcing John to sign the Great Charter.

Start to organize a self-government system in the grade.

b. Middle Ages

1. Way people lived from time of King Alfred to King John—called Middle Ages.

- (a) Castle life.

- (1) Men got land—feudalism—how system grew up—need of protection.

- (b) Castle—a stronghold.

- (1) Location.

- (2) Description and diagram.

- (3) At time of a siege—shows need of construction.

- (c) Knightly ideals, training and pleasures during: (1) war, (2) peace.

SUGGESTED HELPS:

In text, page 248: 1, 2, 3.

PROBLEMS:

Compare the idea of castle life one gets from the moving picture with feudal castle life.

How would a knight of the feudal age differ from a "knight" of this age?

2. The Workers.

The farmers.

- (1) Life on the manor—work—isolation—dues and services resulted in hard lives of peasants.

- (2) Struggle for freedom—"The Great Revolt."

3. The Townsmen.

- (a) How towns grew up—review.

- (b) Organization of townsmen—merchant guild—protection.

- (c) Plan of working in towns—shops and system of apprentices.

- (d) People of same occupation organized in craft guilds—protect industry.

- (e) Florence—studied as one of the great free towns.

4. The Traders.

- (a) Peddlers at castles and in the villages.

- (b) Hanseatic league—cities combined to make trade with other nations possible—Hanse traders did for Scandinavia and Russia what Greek traders had done for Italy and France.

- (c) Trade with the east.

Northern route with fair at Novgorod.

Southern route with the great fair at Venice, or Florence or Genoa.

- (d) Effect on guilds—with almost everyone as it grew old and powerful, became hard, narrow, forgot its belief in brotherhood—guilds became poor men's hard masters.

SUGGESTED HELPS:

In text, page 295: 1, 2, 3, 4, 5.

PROBLEM:

Compare the fairs of the middle ages with one the children have attended.

5. Religious Life in the Middle Ages.

- (a) Christmas missionaries.
Augustine in England—about 600 A. D.
- (b) Organization of church system.
- (c) Monasteries.
Benedict and his rules.
Making of books.
- (d) Saints and Pilgrimages.
St. Francis.
Shrines built—pilgrims came with the crowds, great fairs, and prosperous cities.
Jerusalem—most holy.
- (e) Mohammedanism—the new religion of Asia.
(Effect on followers—became powerful, rich, learned.)
- (f) Crusades.
(1) Effect—widened horizon of West.
(2) Developed commerce.
(3) Encouraged spirit of exploring.

SUGGESTED HELPS:

In text, page 333: 3, 6, 8.

PROBLEM:

How is a book made in these days?

READING LIST:

Haaren and Poland—Famous Men of the Middle Ages.
Blaisdell—Stories from English History.
Warren—Story of English History.
Tappan—Old World Hero Stories, Part II, pp. 1-130.

III. BEGINNING OF OUR OWN TIMES

a. Great Changes

1. Growth of national feeling—kingly power strong.
2. World began to read—printing wanted.
3. Change in religion—protestant revolt.
4. Ideas of world changed.
 - (a) Explorations.
Helps—compass—sailing—directions improved, maps, ships improved.

- (b) A new route to India was needed.
- (1) Marco Polo's story of life in China read by many.
 - (2) Henry the Navigator proved many of the beliefs were superstitions—widened horizon.
 - (3) "Cape of Good Hope" found.
 - (4) Around the cape to India by Da Gama.
- (c) A plan to find a route to China by sailing westward—earth round.
- Dreamer—Christopher Columbus. Years of discouragement—voyage.
- New islands discovered—solve magic of the unknown sea.
- Rival explorers—Magellan's fleet first to sail around the world.

SUGGESTED HELPS:

1, 2, 3, 4, 5, 6.

PROBLEM:

What is the latest geographical discovery?

Imagine Greece, Rome, France, Germany, England, Spain, Portugal, Florence, Venice, each telling what she had done for the world up to 1600. Write their speeches. See text, page 416: 4.

READING LIST:

Eggleston—A First Book in American History.

Foote and Skinner—Explorers and Founders of America.

Tappan—Our Country's Story.

Tappan—Old World Hero Stories, Part II, pp. 152-179.

NOTE TO TEACHER.—Have your children an appreciation of the contributions made by the ancient and mediæval peoples to the progress of civilization?

GRADE SEVEN

TEXT: "A HISTORY OF THE PEOPLE OF THE UNITED STATES"—

Thompson.

Certain large topics or units are here selected for study, and it is suggested that the work of the class may be vitalized by organizing the subject-matter or centering the class discussions around certain big problems to be solved. Thus the facts in the lessons may be learned in their relation to a determining idea, and pupils may be trained to reason from cause to effect.

In a discussion of the organization of history around big problems the following is taken from Wilson's "Motivation of School Work":

"Every phrase of history work lends itself to problem treatment. Any topic not attaching itself to a problem of vital significance should be omitted. The text is servant, not master. The problem should be as broad as the advancement of the class will permit. It is better to make the class realize the importance of a few vital problems, even if it means the sacrifice of pages. Properly handled it will mean the gain of many pages, and in any case, a gain in truth."

It is to be expected that the instructor of this course will richly supplement the adopted text by reference to other histories, and that the students taking the course may so acquire the habit of supplementary reading that historical reading may form an important part of their self-culture. For this purpose there will be found in the Appendix of the adopted text two lists of books suitable for collateral reading—one for the use of teachers, and the other for the use of pupils. This collateral reading includes material for information, to make history interesting and inspiring, to give acquaintance with historical literature and to make history real.

Instructors in this course should be familiar with books on the method of teaching history of the following type:

Wayland—"How to Teach American History."

Johnson—"Teaching of History."

FORMATION OF AN AMERICAN PEOPLE

I. FINDING THE NEW WORLD

"A CHANGE IS ALWAYS BROUGHT ABOUT BY A FELT NEED"

PROBLEMS:

What was the need?

What were the resulting changes?

1. Trade Between Europe and the East

- a. Desire for a water route to India.
- b. This desire uppermost in the mind of Columbus.
- c. Leads to the discovery of America.

2. Successors to Columbus

- a. Significance of the voyages of John Cabot; of Americus Vesputius.
- b. Geographical knowledge obtained through later Spanish explorations.

"History of the People of the United States," Chaps. I and II.

II. COLONIZING AMERICA

PROBLEMS:

Who were the rivals for the possession of the New World?

What were the bases of the claims of each?

Which got the best bargain?

1. The Spaniards Settle in and Around the West Indies, and on account of her rich American possessions Spain becomes the foremost nation of the world.

2. Other Nations Plan to Cripple Spain's Power by making settlements in America.

3. Conditions in Europe Favorable to the Colonization of America

- a. Shifting of the center of commerce to Western Europe.
- b. The Reformation.
- c. The balance of power.

4. Spheres of the Settlements of the Rivals of Spain

- a. The French settled Canada.
- b. The English settle between the Spaniards and the French.
 - (1) Raleigh's "Lost Colony."
 - (2) Joint-stock commercial companies organized in England to make settlements in America.
 - (3) The first permanent English settlement in America.
- c. The coming of the Dutch, who settle between the English and the French.

"History of the People of the United States," Chap. II.

III. THE EARLY ENGLISH COLONIES**1. Virginia**

- a. The original policy of the London (Virginia) company not a success.
- b. Better times come with and success assured by:
 - (1) The allotment of land to each man for his own use.
 - (2) The planting of tobacco.
- c. Social and political matters:
 - (1) The coming of women to the colony.
 - (2) The first legislature in America and its most important act.
 - (3) Introduction to slavery.

2. First Exiles for Conscience' Sake

- a. Religious dissensions in England:
 - (1) The Church of England.
 - (2) The Puritans—The "Nonconformists" and the "Separatists."
 - (3) The "Separatists" later called "Pilgrims."
 - (4) The Pilgrims settle at Plymouth.
 - (5) The "Mayflower" Compact.
 - (6) The "Nonconformists" follow the Pilgrims to America.
 - (7) Massachusetts a church-controlled colony.

3. Condition of Catholics in England

- a. Catholics settle Maryland.
- b. Maryland a proprietary colony.
- c. The "Toleration Act."

4. England's Rivals in America

- a. Importance of West Indies.
- b. New France and New Netherland.
- c. Importance of the Mississippi Valley.
- d. The English excel as colonizers.

PROBLEMS:

The elements of success found in the English colonies.
 What stepping stones for future growth were laid?

PROJECTS:

Dramatizations—

Meeting of the First House of Burgesses.

The Signing of the Mayflower Compact.

"History of the People of the United States," Chaps. III and IV.

IV. ENGLISH COLONIAL EXPANSION

1. Religious Intolerance of Massachusetts Forces the Founding of Other Colonies in New England

- a. Connecticut the only colony whose people framed a constitution.
- b. Rhode Island grants the religious freedom now found in the Constitution of the United States.
- c. The New England Confederation.

2. Effect of English Politics Upon the American Colonies

- a. The Civil War.
- b. The Commonwealth.
- c. The Restoration.

3. Life in the Colonies in 1660

4. Conflict of Interests Between the Mother Country and the Colonies

- a. England plans to use her colonies as a means for building up her commerce.
 - (1) The Navigation Acts.
 - (2) Importance of the Dutch colony in America to England's commerce.
 - (3) Seizure of New Netherland and its gift to the king's brother, the Duke of York.
- b. The colonists assert their rights.
 - (1) The independent spirit of New England.
 - (2) Bacon's Rebellion.

5. Charles II Lavish in Gifts of Land in America

- a. Grant of Carolina to eight of the king's friends.
 - (1) Failure of the proprietary government of Carolina.
 - (2) The division of Carolina.
- b. Gift of Pennsylvania to William Penn.
 - (1) Persecution of Quakers in England.
 - (2) Rapid growth of Pennsylvania under the proprietary government.

6. Oppression of the Colonies During the Reign of James II

- a. The rule of Andros.
- b. "Revolution of 1688."

7. Later Colonial Affairs

- a. Changes in the governments of the New England colonies; of Maryland.
- b. Settlement of Georgia.

Show on the map the location of the different colonies.

"All we have of freedom,
 All we think or know,
 This our fathers bought for us,
 Long and long ago.
 Right to live by no man's leave
 Underneath the law."

PROBLEMS:

Find proof of the above in Chapters V and VI.

Who are our "fathers"?

What did they buy for us?

What did their purchase *cost*?

"History of the People of the United States," Chaps. V and VI.

V. CONTEST BETWEEN ENGLAND AND FRANCE FOR WORLD SUPREMACY

PROBLEMS:

Shall America be French or English?

What was the relative strength of the contestants?

Who won and why?

If France had won, America would be very different today. Explain.

1. France Under Louis XIV
2. France Succeeds Spain and Holland as the Great Rival of England
3. Possession of America Necessary to the Nation That Would be Supreme in the World
4. The First Three Wars Between England and France That Spread to America
 - a. War of the League of Augsburg, known in America as King William's War.
 - b. War of the Spanish Succession, known in America as Queen Anne's War.
 - c. War of the Austrian Succession, known in America as King George's War.
 - d. These wars result to the great advantage of England in Europe, but change very little the status of America.
5. The Fourth French War Begins in America
 - a. Known in Europe as the Seven Years' War, and in America as the French and Indian War.
 - b. Early French victories in America, but final British success.
 - c. Results of the fourth French War, particularly the effect upon America.
 - (1) Our country becomes permanently English, instead of permanently French.
 - (2) Boundaries of English possessions in America greatly enlarged.
 - (3) Increased self-confidence of American colonies.

"History of the People of the United States," Chapter VII.

VI. FROM COLONIES TO NATION, OR HOW ENGLISHMEN BECAME AMERICANS

1. The People

The people who braved the dangers of the New World were in themselves different from those who stayed at home. Prove that this is true.

a. Study of character of colonial Americans.

Why this study is important.

b. Life in English colonies in Eighteenth Century.

"History of the People of the United States," Chap. VIII.

2. Study of Fundamental Causes of the Revolution

Conditions and events leading to the American Revolution.

England's policy toward the colonies.

Position of the colonists—Why Parliament did not represent the English people.

a. Oppressive laws passed by Parliament.

(1) Navigation Acts. Writs of Assistance.

(2) Stamp Act. 1765.

(3) Townsend Acts. 1767

(4) Intolerable Acts of 1774.

b. Opposition of Pitt and other statesmen to this legislation.

c. Resistant attitude of the colonies.

(1) Theory of colonies as to representation.

(2) Resistance to Stamp Act.

Patrick Henry. John Dickinson. James Otis.
Stamp Act Congress.

(3) Boston Massacre.

(4) First Continental Congress, 1774.

Carpenter's Hall, Philadelphia.

It would greatly add to the interest of this study to divide the class into two groups. Let one section represent the English, the other the Americans. Have a pupil responsible for each act of Parliament, or of George III, and show their attitude towards the colonies by delivering speeches to the American section, who are to reply.

PROJECTS:

Dramatization of—

Boston Tea Party.

Edenton Tea Party.

"History of the People of the United States," Chaps. IX and X.

3. Beginnings of the Revolutionary War and Some Events of the War

a. First fighting--Lexington, Concord, Bunker Hill.

b. Desire for Independence.

(1) Sentiment in America.

(2) Attitude of English Government.

(3) Second Continental Congress, May 10, 1775, Philadelphia.

(4) Declaration of Independence, July 4, 1776.

- (5) Adoption of our Flag, June 19, 1777.
- (6) Burgoyne's Invasion; Saratoga.
- (7) Valley Forge.
- (8) Alliance with France—LaFayette and others who aided.
- (9) War on the Sea—Paul Jones.
- (10) Surrender at Yorktown.
- (11) Results of War.

NOTE.—A detailed study of the events of the Revolutionary War is not here given, though the student should be encouraged to read about it. Only enough of the events of the war are given to show the spirit of American colonies in their struggle for freedom.

PROBLEMS:

What are the "Red Letter" days in the story of gaining our freedom?

To whom do we owe the success of the Revolution? To one man alone, or to many, including the women in the homes?

PROJECT:

Make a special study of Washington as a leader. See *Scudder's* "George Washington" and *Fiske's* "War for Independence."

VII. CRITICAL PERIOD

ORGANIZATION OF THE UNITED STATES OF AMERICA

1. The Articles of Confederation

First Constitution of the United States.

Submitted to Congress, 1777. Adopted by all states by 1781.

Reasons for slow ratification.

a. Origin of the Articles.

- (1) Natural step with Declaration of Independence.
- (2) Outgrowth of the Continental Congress.
- (3) Earlier colonial steps toward union.

Various conventions—Stamp Act Congress—Albany Congress.

b. Provision of Articles.

- (1) Recognition of States Rights.
- (2) Equal voting rights of all states.
- (3) No amendments made without vote of all states.

c. Weak Points of Articles.

- (1) No president or national executive.
- (2) No federal courts.
- (3) Congress without power.

(a) To raise troops.

(b) To collect taxes.

(c) To enforce treaties.

(d) To regulate interstate commerce.

(e) To guarantee its paper money.

(f) Congress simply an advisory body to the states.

Lacking power to enforce laws, the states did not respect it.

d. Good the Articles accomplished.

Acted as a bond of union.

Crystallized informal powers of Continental Congress.

Was forerunner of Constitution.

Passed North West Ordinance, 1787.

2. The Formation of the Constitution

Need of change generally recognized.

a. What were the needs occasioned by the weaknesses of the Articles?

b. How well did the Constitution satisfy these needs?

A study of the purpose of the Constitution is clearly set forth in the preamble:

"To form a more perfect union.

To establish justice.

To insure domestic tranquillity.

To provide for common defense.

To promote the general welfare.

To secure the blessings of liberty to ourselves and our posterity."

Events which led to the calling of a Constitutional Convention.

Constitutional Convention, May, 1787, Philadelphia.

Personnel of the Constitutional Convention.

QUESTIONS IN DISPUTE:

State Rights v. Federal Power.

Fear of aristocratic government and crushing of democracy.

Question of representation from small and large states.

Question of slavery and taxation.

Question of power of Congress over commerce.

Some of the great compromises agreed on.

Final ratification, 1788. Adoption, 1789.

NOTE.—Instructors will find the bulletin entitled, "The Meaning of the Constitution," published by the *National Security League*, helpful in preparing the above lessons.

"A History of the People of the United States," Chapter XIV.

VIII. THE NEW GOVERNMENT**THE FIRST GREAT REPUBLIC IN THE WORLD****PROBLEMS:**

Find how the government was so organized as to (1) become effective at home, being no longer "a half-starved, limping government, tottering at every step," (2) become respected at home and abroad.

1. The President and the Vice-President

Congress.

The Supreme Court.

2. Washington's Inauguration and First Administration

The Cabinet.

3. Sources of Revenue for the Nation

Hamilton's solution of problems.

- a. The tariff—tax on imported goods.
- b. Tax on distilled liquor.
- c. Funding national debt in new bonds.
- d. Assumption of State debts by U. S. government.
- e. Establishment of United States Bank.

PROJECT:

Plan a conversation between Washington and Hamilton, in which they discuss the needs of the new government.

4. Foreign and Domestic Affairs

- a. Revolution in France.
Oppression of common people.
The king overthrown.
- b. European Wars and American interests.
How could European wars affect us?
Relations with France.
Relations with England.
"Citizen" Genet.
Jay's Treaty.
Retirement of Washington.
- c. Beginnings of Political Parties.
Policies of Federalists—Policies of Republicans.
Opposing leaders—Hamilton—Jefferson.
End of Federalist Control.
X. Y. Z. affair.
Alien and Sedition Laws.
Virginia and Kentucky Resolutions.

PROJECT:

Let one member of the class be a Federalist and another member an Anti-Federalist, and stage an argument between them.

- d. Jeffersonian Democracy in power.
Jefferson as President.
His policy of democratic simplicity and economy.
Purchase of Louisiana.
Story of purchase.
Napoleon's reasons for selling.
Why United States desired it.
Jefferson's bargain.
Lewis and Clarke's expedition.
Wars in Europe and their consequence to America.
In many respects interesting comparisons may be made with Great War of 1914.
Napoleon's War with England.
Contest for commercial control.

Effect on America.

Shipping crippled.

Embargo Act. Non-Intercourse Act.

Jefferson's peace policy.

Drifting toward war.

"A revolution means a turn over. The Revolutionary War meant turning from rule of England to rule of ourselves." Prove that the election of Jefferson was a political revolution.

"A History of the People of the United States," Chaps. XV, XVII, XVIII.

IX. THE WAR OF 1812

PROBLEM:

Prove that the War of 1812 may rightly be called "our second war for independence."

1. Causes

a. Long struggle between England and France.

In Washington's time. Genet and Jay's Treaty.

In Adam's time. X. Y. Z. affair.

In Jefferson's time. British "Orders" and French "Decrees."

b. Questions at issue:

Interference with our trade.

2. Conduct of War

Some events of interest:

Perry's victory on Lake Erie.

Victories of the "Constitution"—"Old Ironsides."

Burning of Washington.

Attack on Baltimore—Francis Scott Key writes "Star-Spangled Banner."

Battle of New Orleans after treaty had been signed.

Secession sentiment in New England on account of the war.

3. Treaty of Ghent

Results of war. Strengthens national spirit. American republic respected by European countries.

"A History of the People of the United States," Chap. XIX.

X. EMIGRATION TO THE WEST (ABOUT 1820)

1. Western Rush After War of 1812

Reasons for it:

Indian power crushed.

Danger of foreign interference removed.

Picturesque pilgrimages—roads, rivers and canals, wagons, and flat boats—finally steamboats.

Character of the people.

2. The Settlers

Immigration from Europe. Account of oppression in Europe and opportunities in America.

Emigration from eastern states.

Life of the settlers.

PROJECT:

Imagine that you lived in these pioneer days. Keep a diary of your trip and the first days in your new home.

3. Formation of States and Territories West of the Alleghanies**PROBLEM:**

Prove that the purchase of Louisiana was one of the greatest events in American history.

4. Union of East and West Through Internal Improvements

The Cumberland Road.

The Erie Canal.

"A History of the People of the United States," Chap. XX.

XI. INDUSTRIAL DEVELOPMENT OF THE COUNTRY (1790-1820)**1. Industrial Revolution Due to Invention and Wide Use of Machinery**

a. Begins in England.

b. Extends to America.

c. Rapid growth of the factory system in America.

2. Early American Inventions

a. The cotton gin; its effect upon slavery.

b. The steamboat.

The industrial revolution meant a turning from or a change of the old industrial methods and conditions.

What were the old conditions?

What new need presented itself?

What was the invention which brought about the needed change?

PROJECT:

Debate—The invention of had the greatest effect upon the industrial revolution.

"A History of the People of the United States," Chap. XX.

XII. NEW PROBLEMS**1. The Missouri Compromise**

The problems raised. The fight in Congress.

PROJECT:

Let members of the class represent slave holding and non-slave holding members of Congress and make the Missouri Compromise.

2. The Monroe Doctrine

- a. The Spanish colonies in America.
- b. The new republic.
- c. Monroe's message.
- d. Its bearing on present-day problems.

"A History of the People of the United States," Chaps. XII and XXII.

XIII. JACKSON AS PRESIDENT

Leaders of a new Democracy.
 Spirit of the Jacksonian era—Spoils system.
 Policies of Jackson's administration.
 Sectional differences intensifying.
 The Webster-Hayne debates.
 Tariff of 1832. Nullification.
 The Abolitionists.

PROJECTS:

Contrast the two great Democrats, Jackson and Jefferson.
 Stage the Webster-Hayne Debate.

XIV. EXPANSION—TEXAS AND THE FAR WEST**1. Texas—A Province of Mexico**

Inhabitants—Indians, Spaniards and pioneers from the United States.
 Revolt of Texas.
 Trouble with Mexican government.
 General Sam Houston victorious.
 Independence of Texas.
 Annexation to United States, 1845.

PROBLEM:

The existence of slavery was one underlying cause of our war with Mexico. Prove or disprove.

2. The Oregon Question

Territory claimed and occupied by both England and United States.
 Agreed upon 49th parallel as boundary for United States.

3. The Cause of War With Mexico

Quarrel with Mexico over boundary line.
 Result of war. Annexation of territory by treaty and purchase.
 Geography of the new territory.

"A History of the People of the United States," Chap. XXIV.

XV. PROGRESS OF THE COUNTRY AT THIS STAGE**PROBLEM:**

Prove that our country in these days was a great improvement on the days of Washington.

"A History of the People of the United States," Chaps. XXV and XXVI.

XVI. TERRITORIAL EXPANSION AND THE SLAVERY QUESTION**SLAVERY IN THE NEW TERRITORY****PROBLEM:**

The invention of the cotton gin caused the extension of slavery and led to slavery controversies. Prove or disprove.

1. The Discovery of Gold in California

How the discovery was made.

Emigration to the gold fields.

Results of the discovery—trade and commerce stimulated.

Pacific Coast developed—need of railroad system.

California asks admission as free state.

2. Compromise of 1850

Questions at issue.

3. Slavery

Extent of its influence.

Attacks on slavery as morally wrong. These go on side by side with great political struggles.

Character of slavery in the South.

Disappearance from the North.

Why no factories in the South.

The Abolitionists. Growth of sentiment in North. Personal liberty laws.

Difficulties in the way of abolishing slavery in the South.

4. The Kansas-Nebraska Bill

Its relation to Missouri Compromise and Compromise of 1850.

5. The Dred Scott Decision**6. John Brown's Raid—Effect on the South**

"A History of the People of the United States," Chaps. XX, XXV and XXVII.

XVII. CRISIS OF THE REPUBLIC—ONE NATION OR TWO

The seeds of Civil War were sown in the Constitutional Convention and had been growing ever since, first in one part of the country; then in another. Prove.

Election of 1860

Beginnings of Secession.

Opposing points of view.

State sovereignty in the South.

Federal sovereignty in the North.

Study of Sectionalism**PROBLEM:**

The geography of the country had a great effect upon the conduct and final outcome of the Civil War. Prove.

The Doctrine of Secession

How the issues were viewed from each side of the controversy.
Sincere devotion to what each side believed to be right—on part of leaders and people.

Formation of the Confederacy**Causes of the Civil War**

Review of indirect causes of war.

State sovereignty. Slavery.

Direct causes.

Secession. Firing on Fort Sumter.

Compare the North and South at Beginning of Hostilities

a. In industries; b. In agriculture; c. In man power; d. In ideals.

NOTE.—No detailed study of the military operations is here outlined. A few of the great battles may be selected for type studies.

"A History of the People of the United States," Chaps. XXVIII and XXIX.

XVIII. THE PROCLAMATION OF EMANCIPATION

"A History of the People of the United States," Chap. XXX.

XIX. CONDITIONS IN THE COUNTRY AT THE CLOSE OF THE WAR
QUESTIONS SETTLED BY THE WAR**Reconstruction Problems**

National questions.

Status of the seceded States—Lincoln-Johnson theory.

Had Lincoln lived.

Growing understanding of the South.

Influence in the North.

Opportunity to reconcile two sections.

Methods of Reconstruction

Amendments to the Constitution.

Reconstruction Acts of Congress.

Quarrel of Congress and President

Impeachment of Johnson.

Troubles in the South

Carpet-bag rule—the nature of it—its horrors.

Ku Klux Klan.

Federal repression.

The passing of carpet-bag rule—unreasonable and not possibly permanent.

Growing Understanding in the North

Withdrawal of troops by Hayes

Sectional feeling begins to die.

"A History of the People of the United States," Chaps. XXXII and XXXIII.

XX. REVIEW OF THE PROGRESS OF THE COUNTRY (1865-1910)**The Rise of the New South****PROBLEM:**

Contrast the wonderful possibilities of the New South with those of the Old South.

The United States as a World Power**PROBLEM:**

Trace the rise of the United States as a world power.

"A History of the People of the United States," Chaps. XXXV, XXXVI, XXXVII.

XXI. PRESENT-DAY HISTORY**The Great World War—1914-1918**

Germany seeks to dominate the world.

German military autocracy.

Mittel Europa.

The Triple Alliance.

The Triple Entente.

The Balkan States.

"Berlin to Bagdad Railway."

The Outbreak of the War

Murder of the Austrian Archduke, June 28, 1914.

Spark that caused a world conflagration.

Austria declares war on Serbia—Germany's attitude.

Germany declares war on Russia.

Neutrality of Belgium violated.

Other declarations of war in 1914.

Germany loses her colonies.

Italy joins Allies—1915.

How the war affected America.

Submarine warfare.

Germany's faithlessness.

Why we declared war on Germany

Patriotism of our people.

a. Enlistment.

b. Bonds, stamps.

c. Red Cross.

d. War taxes.

e. National control of food, fuel, transportation.

f. On the high seas.

g. On the battle front.

The Hindenburg Line.

Collapse of Russia.

The Great German Drive—1918.

Smashing the Hindenburg Line.

The Armistice—November 11, 1918.

Peace Conference at Paris.

The Treaties of Peace; The League of Nations

The effort to break down militarism consistent with American ideals.

PROBLEMS:

Who or what caused the World War?

Who or what won the war?

What did our "brothers" *buy* for us in this great war?

What are we doing to preserve what they "bought for us"?

World Conditions Today**NOTE TO TEACHER:**

Have your children formed habits of reasoning from cause to effect in human affairs?

Have they the ability to organize and collect material for the solution of problems?

Can they reproduce in simple oral and written English accounts of historical events and movements?

Have they an interest in American and world affairs within their comprehension?

Have your children an appreciation of American ideals, standards and policies?

CIVICS

GRADES FOUR-SEVEN

INTRODUCTION

The materials of instruction and suggested plans for the teaching of civics in the first three grades is contained in the combination course in History and Civics for the Primary Grades. While history and civics for grades beyond the primary are closely related, the work in each subject begins to differentiate in the fourth grade, as more time is required to work out separately special and detailed work in each subject. For this reason the courses for history and civics are worked out separately from the fourth through the seventh grade.

The foundation for the course in civics for grades four, five, six, and seven is established during the first years in school. The strengthening, enlarging and continuous growth of this work depends upon the teacher's ability to organize the materials of instruction and follow such methods as will result in strengthening habits of right action already formed and in making desirable changes in the children, such as an increase in knowledge and skills, right habits of conduct, and the development of a wholesome attitude toward life. It is well for the teacher of civics in the fourth and fifth grades to be familiar with the course outlined for the previous grades and to build on this—however, it should be remembered that rather than review the materials of instruction for these grades, it is better to base the work on the needs of the children as discovered by observing their behavior in different situations. The opportunity should not be neglected in any grade to train pupils in habits of politeness, care of public property, thrift, respect for the rights of others, self-control and independent action, and obedience to regulations and laws of the community, State and nation. Throughout the course emphasis should be given to instruction and training in good manners. The good citizen is not only polite, but thoughtful and courteous under all circumstances and in all social dealings in life. Courtesy promotes good fellowship in the home, on the street, in the store, the train, at lectures, in play, etc., and is the finest flower of manly character—not mere polish of manners, but the sincere expression of a kind heart.

CIVICS IN THE FOURTH AND FIFTH GRADES

OBJECTIVES

Beginning with what the children already know of community life and through civic activities to give opportunity to acquire further knowledge of the life about them and to develop a sense of responsibility and a spirit of coöperation; to establish a foundation for good citizenship by training the pupil in right habits of conduct in (a) study, (b) work, (c) play, and (d) social intercourse; by fundamental civic virtues; and by arousing interest in the civic life of his environment.

METHOD OF PROCEDURE

In the plan of procedure and methods of teaching in the fourth and fifth grades, there should be a correlation of subject-matter in geography, history, literature, health and other subjects, and also emphasis on the cultivation of initiative, judgment, coöperation and power to organize knowledge around current events. They should be trained in observation and in securing data which they will be able to use in their civic work, which continues to center around stories, songs, conversations and activities growing out of the work in other subjects taught in these grades. Informal discussions of simple problems and reports on topics investigated by pupils, reports of excursions, reports from work in libraries, reading books, newspapers, magazines, government bulletins; making booklets showing problems worked out as a whole; development of projects which meet the immediate needs of the growing child, should be the procedure. Teachers should be good examples in working, and until teachers have children learn to do good work by *doing* rather than by talking about *what* should be done or *the way* it should be done, we shall never obtain worth-while results in our work in civics.

Teachers should definitely plan to use the activities of associations like the Boy Scouts, Girl Scouts, Camp Fire Girls and Junior Civic Leagues to avoid overlapping of efforts and to make both play and life activities conform.

The privileges and pleasures of community life should be emphasized—the work on the farm, the schools, the churches, and the public roads. There should be a study of the people and offices which render service to the growing, progressive life of the community, and the relation of the child to these. The method of procedure should insure results that show that the interest of the child is aroused in those who serve and in the ways open for service and a desire created to promote efficient citizenship through service. Emphasis in all this work should be on what the child can do for the community. The extent of the study of the various topics should be determined by the needs and interests of the pupils. The chief thing to do is to arouse their interest and set the pupils thinking about matters pertaining to these topics, which experiences should result in desirable attitudes toward life activities and wholesome participation in the same.

Citizenship is not an activity separate from other activities any more than honesty is a separate activity. It is rather the quality or character of all of our life activities."

The outline for the fourth grade could be expanded for use in the fifth grade, using the same topics and developing to a greater extent as the needs of the children demand. The chief difference in the work of the two grades would be determined by the subject-matter of history, literature, health and geography as taught in these separate grades.

No text is used by the pupils in the work in civics in the fourth and fifth grades. The list of reference books for pupils and teachers on pages 425 and 426 will be found helpful in this work.

FOURTH GRADE

1. STUDY OF THE COMMUNITY AND ITS RELATION TO THE OUTSIDE WORLD

The home, the school, the community.

- a. How they serve each other.
- b. Their relation in all phases of civic training—interdependence of each.
- c. What each contributes to the outside world and what each receives from outside the community.

Projects dealing with food, clothing and shelter, transportation and trade; products furnished by the community and products received from outside the community; public institutions; public utilities and community organizations, when worked out interestingly, will furnish means of acquiring the necessary knowledge, develop right habits of conduct and lead to the proper attitude toward the life of the home, the school and community. (See home geography course for detailed outline.)

Study of the lives of some of our greatest men in history and their contribution to civilization and the real meaning of the celebration of public holidays, affords opportunity to develop certain traits of character which are desirable in the citizen who serves his home and community best. (See courses for history and literature for this grade.)

2. PRACTICAL APPLICATION OF HABITS AND SKILLS TO IMPORTANT FACTORS IN THE DEVELOPMENT OF A GOOD CITIZEN

a. Economy and Thrift

- (1) In the home—foods, clothing, furniture, etc.
- (2) In the school—in books, desks, and all materials.
- (3) In the community—mutilation of buildings, destruction of trees, care of lawns, flowers, roads, etc.
- (4) In spending time and money—earnings and savings.

b. Health

- (1) Cleanliness of person, of premises.
- (2) Protection of food and drink.
- (3) Proper clothing and regular habits of eating, sleeping, taking proper exercise.
- (4) Ventilation of homes and public buildings.

c. Community Improvement

- (1) Beautify home and surroundings.
- (2) Beautify school and surroundings.
- (3) Personal appearance, simplicity and good taste.
- (4) Care of trees, parks, etc.
- (5) Attractive homes, streets and public buildings.
- (6) Entertainment and amusements of a wholesome nature.

d. Knowledge

- (1) Studious habits and independent thinking.
- (2) Inquiry into details of interesting topics.
- (3) Acquiring facts which are useful in the development of the pupil.
- (4) Activities which broaden and enrich life.
- (5) Interpreting literature and actual experiences for the richest and highest development of the good citizen.

3. ATTITUDES WHICH SHOULD RESULT FROM THE CHILD'S EXPERIENCES IN THE CLASSROOM, IN THE HOME, AND IN THE COMMUNITY

- a. Loyalty and patriotism to the community and State.
- b. Respect for rights and privileges of others. A desire to (1) coöperate with others and (2) show toleration for their point of view, and (3) be interested in their welfare.
- c. Desire to be the "first" citizen of the community and State—to be thoughtful, energetic, dependable, trustworthy and helpful.
- d. Appreciation of the advantages and opportunities offered to him daily.
- e. Desire to read of the world's happenings, to read biography and history; taste for the right kind of reading material.
- f. Admiration and reverence for the great men and women of America's past and present and a desire to emulate their lives.

FIFTH GRADE**1. CIVIC FACTS TO BE LEARNED**

As instances in current life present the opportunity, certain civic facts should be learned or reviewed, so that the pupil will have a ready knowledge upon which to base his action in certain responsibilities pertaining to citizenship. For example, why the changes in the market for farm produce—the supply and demand—local control of market; the road building program, bond issue, cost, construction, benefits; establishment of recreational centers. Matters of interest to the immediate community that the child hears discussed daily should be the starting point in the work in civics in this grade. The whole work in civics should be planned to begin the study of the benefits and needs of the local community, then proceed to a study of the State and Nation. There should be an effort to make clear the relation of the local community to the state and national government, that the child may have a simple understanding of his relations and responsibilities to his community, to the State and Nation.

- a. Facts dealing with the history of the county or community.
- b. Facts dealing with the geography of the home community.
- c. Facts concerning the government of the community and the county.

- d. Facts about the State and Nation.
- (1) The chief officers and their work.
 - (2) Evidence of state and national government in the community and county (the roads, the post office, etc.).
- e. Facts about the chief public institutions in the community and county. For example, the schools, the welfare department, the health department, the telephone system, the roads, etc.

REFERENCE BOOKS

For Children

- | | |
|--|--|
| American Book of Golden Deeds— <i>Baldwin</i> | My Country— <i>Turkington</i> |
| Fifty Famous People— <i>Baldwin</i> | Lessons for Junior Citizens— <i>Hill</i> |
| Stories of American Life and Adventure— <i>Eggleston</i> | Makers of the Nation— <i>Coe</i> |
| What to Do for Uncle Sam— <i>Bailey</i> | American Inventors— <i>Faris</i> |
| Stories of Thrift for Young Americans— <i>Turkington</i> | I Am an American— <i>Bryant</i> |
| | Our Neighborhood— <i>Smith</i> |
| | Our Community— <i>Zeigler</i> |

For Teachers

(See list for third grade.)

- | | |
|---|--|
| Lessons in Civics— <i>Harris</i> | Town and City— <i>Jewett</i> |
| The Book of Thrift— <i>MacGregor</i> | City, State and Nation |
| American Citizenship— <i>Beard</i> | European Hero Stories— <i>Tappan</i> |
| The Teaching of Civics— <i>Hill</i> | Good Stories for Great Holidays— <i>Olcott</i> |
| The Course of Study in Civics— <i>Philadelphia Public Schools</i> | Makers and Defenders of America— <i>Foote</i> |
| The Baltimore County Course of Study | |

Magazines Helpful in Teaching Civics

- | | | |
|-----------------|------------------|-------------------|
| School Life | The Survey | The World's Work |
| Current Events | The Outlook | Review of Reviews |
| Literary Digest | The New Republic | The Mentor |

CIVICS IN GRADES SIX AND SEVEN

AIMS

Throughout the whole course runs one fundamental aim which does not change—training children to be good citizens. The difference from grade to grade is simply in the methods employed to reach the goal toward which we are striving.

We may specify more clearly our particular purposes somewhat as follows:

1. The Development of Right Civic Habits and Attitudes

The good citizen naturally obeys laws, whether he likes them or not, while at the same time he enjoys the privilege of seeking to have them improved, or, if he considers them bad laws, repealed. The good citizen feels that some of the responsibility for the success of his government and the welfare of

his community rests upon him. The way he acts sets an example for other citizens and may promote or menace their well-being. The good citizen takes pride in his community; in its neatness, attractiveness, and ability to serve its citizens. The good citizen feels a spirit of fellowship and good will toward every other right-minded citizen. He does not seek to build up separate cliques or groups in his community, but to promote a common interest in the welfare of all, and to remove misunderstanding and ill feeling when it does exist.

2. The Acquisition of Civic Knowledge and Intelligence

The good citizen must know his own community, what its people are like, what industries are carried on, what its particular difficulties and problems are. He knows what officers are responsible for performing public work and what they ought to do. He informs himself as to who these officials are and, without in any way making himself a nuisance or a general fault-finder, keeps alert to observe whether these officials are performing their duties properly. He tries to discover how he himself can be most useful to his community, and in the most effective way make himself a useful citizen.

3. The Rendering of Civic Service

The good citizen puts his knowledge into practice. If the law tells him to take care of the sidewalk or highway in front of his own residence, he does so promptly and thoroughly. If he discovers conditions that are harmful or may become dangerous, he informs the officials whose duty it is to attend to such conditions. He keeps himself acquainted with the public questions of the time, so that when he has the chance to vote and express his opinion in regard to policies or office holders, he will do so with intelligence. He will not feel that everything is the other fellow's business. He will make use of the information given him by the departments of the government, local, state and national, and will coöperate with any private agencies that make the community better, or happier, or a more attractive place to live in.

METHODS OF PROCEDURE

The development of civic habits or virtues is, perhaps, the principal purpose of the teaching in the first five grades. If, by the time the work in those grades have been finished, the child thinks soundly and rightly about these fundamental virtues, there will be less need of formal attention to instruction in them hereafter. From that time on attention can be given especially to learning the facts which will help the citizen to act intelligently, and to giving the children practice in doing some of the things that they ought to do in later life. So, while the insistence upon cultivating civic virtues and habits should be no less strong than in the earlier grades, greater emphasis and more time must be devoted in grades six and seven to the other two fundamental aims.

Now for the first time the pupil has a text-book which he can study as he might study a text-book in any other subject. The teacher should not, however, make the text-book the only source of information. The knowledge which the pupils can get from their own families and friends and from reading the daily newspaper and weekly magazines which relate and inter-

pret current events, will give abundant special examples to make real and bring up to date the statements in the text-book. The pupils should observe first hand how the postoffice is conducted, and how the police and fire departments are managed, if the community has these formally organized. He then should learn from the health officers themselves how the State or the local community works in protecting the people's health. To make the pupils realize their own responsibility and put into practice any worthy ideals that they may possess, every advantage should be taken of opportunities to do something in the community and for it. We shall suggest in the outline of topics further information on special ways in which classes actually have rendered real social and civic service. In these ways and others which are likely to occur to any teacher and class, the work of teaching and studying civics can be tied up intimately and regularly with the everyday life of the children.

It is a relatively new emphasis that in these days is being placed upon the teaching of *community civics*. It is well that the citizen's place in his own community should be thoroughly appreciated. It is a mistake if we go to the extreme of ignoring the national government and its functions. In creating a proper attitude toward one's immediate surroundings and neighbors, we must be careful not to give to him a limited horizon, and create the spirit of local selfishness which puts the interest of one section of a state above the interest of the whole state, or the welfare of a part of the country higher than the welfare of the United States of America. While we are citizens of Raleigh or Kinston or whatever the town may be, we are also citizens of the State of North Carolina and the United States of America.

Probably a teacher who is to conduct for the first time a class in civics, or who has not used this particular text-book before, might very profitably follow rather closely the order of topics in the book. After one or two trips through the book in this way, the teacher will probably find plenty of opportunity for rearrangement of topics, or of emphasizing them in such a way as to make the work more directly helpful to the class and the community. When the teacher feels sure enough of her own ground to do so, she should not hesitate to rearrange the order of topics suggested in the accompanying outline or even to alter materially the emphasis placed upon one topic as compared with another.

Probably few schools will have very much to begin with in the way of laboratory material. Sometimes it is difficult to induce school authorities to realize the importance of that kind of thing in such subjects as civics and history. Every member of every class, however, can prepare a notebook of his own in which he can accumulate all sorts of clippings, pictures, and other illustrative material that will be valuable to him in years to come, and every class can do something toward laying up material, such as pamphlets, magazines, special articles, bulletins, and the like, which will be useful to other classes. Care should be taken to save such things, and when saved they should be carefully filed and indexed. Otherwise later teachers or classes will not be able to make use of this carefully saved material. Once a year it would probably be desirable to go through all of it and discard any which has lost its usefulness.

In the following outline we have tried to bring out the points which a teacher and class might profitably emphasize in their study. It will be

noticed that the arrangement of topics is such that almost exactly half the book is suggested for study in the sixth grade and half in the seventh grade. (The text is used for reference only in the sixth grade.) While an ordinary seventh grade class with an equal amount of time should be able to get over more ground than a sixth grade class, the greater difficulty of the topics which are proposed for the seventh grade may very reasonably require the spending of a little more of the pupils' time and effort upon them. In the sixth grade the pupils' attention is directed mainly to discovering what a community is and understanding the communities of which he is a part, and becoming acquainted with most of the elements of welfare which have a particular public character. In the seventh grade he touches some of the economic problems which are so vital to him and to his country, and attempts, in a more or less formal way, to get acquainted with the machinery of government. He has to refer to public officials repeatedly in his sixth grade study and earlier, but now he strives to get an understanding of the whole machinery in action.

By all means, the teacher should avoid constantly telling her classes what they must believe about questions of the day. If they can feel that they are working out some of these public problems themselves as well as they can at their age, and with the information that they possess, they will take far more interest in the subject than if they are expected simply to absorb what the teacher and the text-book tell them. Debates in class, brief talks by pupils on matters about which they can speak with intelligence, investigations of matters which need looking into or which will give them helpful information, and many other activities that will occur to a live teacher or class, will help greatly in making the work both interesting and profitable. Just one caution should be given here: Do not let the class or its members make nuisances of themselves meddling with things beyond their ability to handle, or do anything that will unnecessarily offend members of the community. There are good ways and bad ways even in correcting evident evils.

SIXTH GRADE

NOTE.—The text is not required in this grade. However, pupils may use it as a reference book.

I. THE COMMUNITY IDEA

A. Our Relations With Other People

1. How we depend upon one another.
2. Why people must co-operate.
3. The responsibility of each individual.
4. The meaning of "Community."

B. The First Community We Know

1. The members of the home.
2. Services of the home.
3. Duty of members toward the home.

C. Other Communities Closely Related to Us

1. Examples—school, church, neighborhood, industry, the State.
2. Benefits of each.
3. Duty of members toward each.
4. How each kind of community serves the others.

D. How Communities Grow

1. Beginnings of a pioneer settlement.
2. How it meets the desires of its members.
3. Why people gather in a community.
 - (a) General reasons.
 - (b) Special—New York, Detroit, Los Angeles, Philadelphia, Pittsburgh, Raleigh, Wilmington, Winston-Salem, your own town.

E. Political Communities

1. Grades—township, city, county, State, nation.
2. Why they are needed.
3. Things necessary in a political community.
 - (a) Laws.
 - (b) Officers.
 - (c) Constitution.

F. The Citizen and His Government

1. What is a citizen? What is an alien?
2. Ways by which a person becomes a citizen. Are you one?
3. How a foreigner is naturalized.
 - (a) Process.
 - (b) Imparting American Ideals.

EXERCISE.—Two or three members of the class may represent foreigners seeking naturalization, another the judge of the court, others Americanization workers—each one working out what he would do in a particular case.

4. The elements of community welfare which the government promotes.
5. The place of the citizen in his community.

II. ELEMENTS OF WELFARE**A. Health**

1. Why important.
2. Factors that contribute to good health.
3. Providing good air.
4. Pure water.
 - (a) Sources of supply.
 - (b) Filtration.
 - (c) Distribution.
 - (d) Disposal of wastes.
5. Pure food.
 - (a) Sources of supply.
 - (b) Laws governing sale.
 - (c) Inspection of factories, markets, etc.

6. Controlling disease.
 - (a) What people think of disease.
 - (b) Quarantine rules.
 - (c) Care for the sick.
7. Preventing disease.
 - (a) Proper living conditions.
 - (b) Exercise and rest.
 - (c) Medical inspection.
 - (d) Prohibition laws.
 - (1) Liquor.
 - (2) Drugs, etc.
 - (e) Proper working conditions.
 - (1) School.
 - (2) Office, store, and factory.
 - (f) Restrictions on work of women and children.
 - (1) Why necessary.
 - (2) Provisions of laws.
 - (g) Keeping community clean.
 - (1) Removing garbage and rubbish.
 - (2) Street cleaning.
8. Survey of government agencies for promoting health—local, state, national.
9. What private citizens may do.

EXERCISE.—Campaigns against mosquitoes; “swat the fly” campaigns; anti-cigarette society; anti-spitting crusade; adopting rules for personal hygiene; study of school lunch problem; campaigns against the “white plague”; visits to groceries, markets, etc.; study of local water supply, sewage system, etc.; study of ventilation in local “movies,” churches, schools, public halls; Boy Scouts; Girl Scouts; Junior Red Cross.

B. Protection of Life and Property

1. Why security is important.
2. Dangers which threaten life and property.
3. Protection from fire.
 - (a) The cost of carelessness.
 - (b) Fire prevention.
 - (c) Putting out fires.
 - (d) Fire insurance.
4. Protection from accident.
 - (a) Building construction.
 - (b) Traffic regulations.
 - (c) Street lighting.
 - (d) Safeguards for railroad transportation.
 - (e) Safeguards for water transportation.
 - (f) Safeguards for workers in mines, factories, etc.

5. Protection from fraud and dishonesty.
 - (a) Standards of weights and measures.
 - (b) Pure-food laws.
 - (c) "Blue-sky" laws.
 - (d) Enforcement of contracts and agreements.
6. Protection from natural misfortune.
 - (a) Tree and plant blight.
 - (b) Insects, vermin, and wild animals.
 - (c) Floods.
7. Protection from violence.
 - (a) Wrongs against person or property.
 - (b) Riots and disorders.
 - (c) Foreign enemies.
8. Public agencies to safeguard life and property.
 - (a) Police and fire departments.
 - (b) State officials.
 - (1) Administrative officers.
 - (2) Militia.
 - (3) Courts.
 - (c) National government.
 - (1) Army and navy.
 - (2) Other departments and commissions.
 - (3) Courts.
 - (d) International peace movements.
9. What the citizen can do.

EXERCISE.—Fire drills; making health and "safety first" posters; Junior traffic police; campaigns against caterpillar or moth; visits for observation in factories, etc.

C. Education

1. Why we need education.
2. Public schools.
 - (a) Why we have them.
 - (b) How they are organized.
 - (c) Laws about attendance, etc.
 - (d) Their support.
 - (e) Use of school buildings and property.
 - (f) What should be taught.
 - (g) Systems in other countries.
3. Private institutions of learning.
 - (a) Advantages and disadvantages.
 - (b) Schools and academies.
 - (c) Colleges and universities.
 - (d) Extension courses, correspondence schools, etc.
 - (e) Business schools.

4. Other educational agencies.
 - (a) Libraries.
 - (b) Newspapers and magazines.
 - (c) Museums, art galleries, pageants, etc.
 - (d) Churches, theaters, social settlements, Y.M.C.A.s, etc.
 - (e) Educational work in industries.
5. Survey of public educational agencies.
 - (a) Local.
 - (b) State.
 - (1) Department of Public Instruction.
 - (2) Normal schools.
 - (3) Certification of teachers.
 - (4) Aid to universities and colleges.
 - (c) National.
 - (1) Bureau of Education.
 - (2) Aid given to states.
 - (3) Should the national government do more?
6. The responsibility of citizens.
 - (a) Pupils.
 - (1) Interest in learning.
 - (2) Attitude toward school authorities.
 - (3) Care of buildings and property.
 - (b) The public.
 - (1) Interest in schools.
 - (2) Financial support.
 - (3) Co-operation of school and industry.

EXERCISE.—Clean-speech campaign; clean-up of school property; small repairs and improvements of buildings and grounds; school or class entertainments; school exhibits.

D. Recreation

1. Importance.
 - (a) What it is.
 - (b) Who needs it.
 - (c) Value to society.
2. Public provision for it.
 - (a) Playgrounds and their use.
 - (b) Baths, gymnasiums, etc.
 - (c) Parks and their value.
 - (d) National parks.
 - (e) Libraries, museums, public gardens, etc.
 - (f) Services of the schools.
3. Private agencies.
 - (a) Means for travel.
 - (b) The "Movies."
 - (c) Theaters, concerts, lectures, etc.
 - (d) Social settlements.
 - (e) Scout organizations, boys' and girls' clubs, etc.
 - (f) Y.M.C.A., Y.W.C.A., and church activities.

4. The right use of spare time.
 - (a) What does it mean to "have a good time"?
 - (b) Harmful amusements.
 - (c) What to do after school.
 - (d) The best kind of vacation.

5. Responsibility for providing recreation.

EXERCISE.—Construction of court for tennis or handball, or running track or baseball field; community Christmas tree; community chorus; entertainments; visits to hospitals or "shut-ins."

E. Community Planning

1. How certain communities are laid out—Philadelphia, Washington, some rural neighborhood, our own town, etc.
2. Chief features.
 - (a) Objections.
 - (b) Good and bad systems.
 - (c) Difficulties to overcome.
 - (d) Civic centers.
3. Streets and highways.
 - (a) Construction and repair.
 - (b) Cleaning.
 - (c) Lighting.
 - (d) Trees and parkways.
4. Problems of location.
 - (a) Street railroads.
 - (b) Bridges.
 - (c) Steam railroads.
 - (d) Zoning regulations.
5. Keeping the community attractive.
 - (a) Removing unsightly places.
 - (b) Care of houses and lawns.
 - (c) Appearance of public buildings.
 - (d) Smoke regulation.
 - (e) Noise prevention.

6. Responsibility.

EXERCISE.—Maps and plans of local community; billboard reform campaign; improvement of local park; observance of Arbor Day; tree-planting; flower gardens.

F. Communication and Transportation

1. Conveniences our forefathers did not know.
2. What modern facilities have done and are doing for us.
 - (a) Convenience.
 - (b) Unity.
 - (c) Service to industry.
 - (d) Importance to the farmer.
 - (e) Effect on city and suburban life.

3. Development of transportation facilities.
 - (a) Roads and turnpikes.
 - (b) Sailboats and steamboats.
 - (c) Canals.
 - (d) Railroads.
 - (1) Beginning.
 - (2) Expansion and improvement.
 - (e) Street railways and interurban lines.
 - (f) The automobile.
 - (g) Travel in the air.
 - (h) Possibilities of water transportation.
4. Means of communication.
 - (a) Postal service.
 - (b) Telegraph and telephone.
 - (c) Wireless.
 - (d) Agencies for collecting and distributing news.
5. Problems of control and administration.
 - (a) Why control is necessary.
 - (b) Franchises and their abuse.
 - (c) Financing public utilities.
 - (d) Public-service commissions and their work.
 - (e) Idea of government ownership.
 - (1) Extent, here and abroad.
 - (2) Arguments for and against it.
6. Responsibility for good service.
 - (a) Public officials.
 - (b) Executives and managers.
 - (c) Employees.
 - (d) Citizens.
7. Movements of the people.
 - (a) Notable features.
 - (b) Reasons.
 - (c) Effects.
 - (d) Incomers from abroad.
 - (1) Purposes.
 - (2) Effects.
 - (3) How received.
 - (e) Is further migration desirable or likely?

EXERCISE.—Study of local street railways, if any; study of railroads which serve the community; good roads club; radio club; visit to telephone exchange; postoffice, etc.; map of country showing location and condition of means of communication and transportation.

SEVENTH GRADE

Our outline is continuous for the two grades. Before resuming advance work, however, it would be well for the class to spend a few recitations in surveying briefly the work of the previous year, and in getting the general run of topics clearly in mind. Pupils should review the first part of the text before taking up the section for this grade.

G. Wealth

1. Importance.
 - (a) What it means.
 - (b) Why we want it.
 - (c) Public and private wealth.
2. Obtaining wealth.
 - (a) Sources.
 - (1) National resources.
 - (2) Labor.
 - (3) Forms of capital.
 - (b) Leading forms of industrial activity.
 - (c) Community organizations to encourage industry.
 - (1) Chambers of commerce, etc.
 - (2) Associations of employees, professional men, and manual workers.
 - (3) Employment bureaus.
3. How the government encourages industrial activity.
 - (a) Distributing information.
 - (b) Tariffs and subsidies.
 - (c) Protection of travel.
 - (d) Patents and copyrights.
 - (e) Compensation and pension acts.
 - (f) Regulation of "big business."
 - (g) Limits of governmental power.
 - (h) Convenience of trade.
 - (1) Money.
 - (2) Banks.
 - (3) Relation to government.
 - (i) Protection of workers.
4. Problems that wealth brings.
 - (a) Social and industrial classes.
 - (b) Distribution.
 - (c) Influence of money power—business, politics, etc.
5. Relation of the employee and employer.
 - (a) Sabotage.
 - (b) Strikes.
 - (c) Lockouts.
 - (d) Blacklist.
 - (e) Industrial democracy.

6. The farmer as a wealth producer.
 - (a) His importance.
 - (b) The farm labor question.
 - (c) Life on a farm.
7. The right use of wealth.
 - (a) Conservation of natural resources.
 - (b) Methods of conservation.
 - (c) Work of the government in reclaiming land.
 - (d) Making the best use of water-power.
 - (e) Protection of animals and birds.
8. Saving and spending.
 - (a) Family budgets.
 - (b) Investments.
9. Responsibility for prosperity.
 - (a) Public officers who may have some influence in the matter.
 - (b) The business man and the square deal.
 - (c) Public sentiment.
 - (d) The individual and his own income.
10. Preparing for usefulness.
 - (a) Individual preparation.
 - (b) The community as a factor in preparation for usefulness.

EXERCISE.—School bank; thrift campaign; planning personal budgets; school gardens; map of State or county, showing local sources of wealth; canning club, corn club, poultry club, etc.; study of local industries and occupations.

H. The Care of the Unfortunate

1. Different classes of people who need help.
2. The poor.
 - (a) Causes of poverty.
 - (b) Unwise charity.
 - (c) Private agencies for relief.
 - (1) Charitable societies.
 - (2) Associated charities.
 - (3) Settlement workers.
 - (4) Relief funds.
 - (d) Public agencies for relief.
 - (1) City or county departments.
 - (2) Institutions.
 - (3) Mothers' pension acts.
 - (4) Employment bureaus.
 - (5) Treatment of tramps.
3. The physically afflicted.
 - (a) Blind.
 - (b) The deaf and dumb.
 - (c) Tubercular.
 - (d) Epileptic.

4. The mentally afflicted.
 - (a) Difference between insane and feeble-minded.
 - (b) Need for special care.
5. Distribution of responsibility.
 - (a) Public officials.
 - (b) Citizens.

EXERCISE.—Distributing of toys, clothes, etc., to hospitals, children's institutions, and deserving families, Thanksgiving or Christmas baskets; visit to institutions for the poor; visit to home or schools for blind or deaf and dumb; entertainment for funds for worthy charity.

I. Right Living

1. Need of high moral standards.
2. What the government can do to promote them, and what must be done by private agencies.
3. Religious organizations.
 - (a) Leading denominations.
 - (b) Distinctive differences (facts only, not arguments).
 - (c) Relations between the government and the churches.
 - (d) Activities of churches.
4. Other private agencies for moral betterment.
 - (a) Y.M.C.A., Y.W.C.A., lodges, etc.
5. The schools and right living.
 - (a) Standards set by them.
 - (b) Religious and moral teaching in school.
6. Wrong-doers.
 - (a) Reasons why people do wrong.
 - (b) How the courts help to assure justice between people.
 - (1) Bringing the case before them.
 - (2) Trying cases.
 - (3) Making settlements, etc.
 - (c) How the courts deal with law-breakers.
 - (1) Arrest and prosecution.
 - (2) Trial.
 - (3) Runaway criminals.
 - (d) Treatment of convicts.
 - (1) Old ideas.
 - (2) Modern principles.
 - (3) Prisons and reformatories.
 - (4) Helping criminals to reform.
 - (e) Young criminals.
 - (1) Reasons for special treatment.
 - (2) Methods employed.
7. Special and constitutional standards.
 - (a) Constitutional safeguards for innocent people.
 - (b) Our rights and limitations toward others.
 - (c) Our rights and limitations toward the government.

8. Survey of public agencies to promote right living.

(a) Courts.

(1) Purposes.

(2) Organization; selection of judges.

(a) Local.

(b) State.

(c) National—district, circuit, supreme courts.

(b) Executive officials.

(1) Local—police, constable, sheriff, district solicitor.

(2) State—police, attorney-general, militia, adjutant-general, governor, etc.

(3) National—Department of Justice, President, etc.

9. The responsibility of the citizen.

EXERCISE.—Visit to court in session, mock trial; visit to prison or reform school; survey of local churches and Sunday schools.

III. HOW SOCIETY CO-OPERATES THROUGH GOVERNMENT**A. Some American Ideas About Government**

1. Majority rule.

a. What it is and why we have it.

b. Methods of obtaining authority.

(1) War and violence; evils of this; is it ever necessary?

(2) Ballot—advantage and reasonableness.

c. Conditions necessary for success.

(1) What majority rule implies as to minority conduct.

(2) Abuses which must be guarded against—restriction of free speech, etc.

2. Representative government.

a. Why necessary.

b. Landmarks in the history of representative government.

c. Relation of political parties to representative government.

3. Federal system.

a. Why we have it (Review making of United States Constitution).

b. Powers of nations and powers of states.

c. Making new states.

d. Government of territories and possessions.

4. Division of functions.

a. The three departments.

b. Check and balance idea.

(1) Reasons.

(2) Can it be carried too far?

5. Constitutions.

a. Importance.

b. Contents of National Constitution

c. Process of amendment.

d. State constitutions.

(1) General types.

(2) North Carolina.

6. Difference from other governments.
 - a. English Cabinet system.
 - b. Advantages and disadvantages.
7. State constitutions.
8. Subdivisions of States.
 - a. Types of local government.
 - b. Special features in North Carolina.
 - c. City government.
 - (1) Relation to legislature.
 - (2) Classification.
 - (3) Special problems.
 - (4) Proposed reforms.
9. Our relations to other countries.
 - a. Early policy.
 - b. The Monroe Doctrine.
 - c. Arbitration.
 - d. The League of Nations.

EXERCISE.—Observance of anniversary of making state or national constitution; organization of class with officers for local government and real, specific duties in school or community; meetings for parliamentary practice.

B. How Our Laws Are Made and Enforced

1. Importance of law-making.
 - a. Definition; distinction from "constitution."
 - b. Primary significance.
2. How laws originate.
 - a. Customs; "unwritten laws."
 - b. Public sentiment; desire of private citizens or organizations.
 - c. Recommendations of executive or legislators.
3. National law-making.
 - a. Congress.
 - (1) The two houses.
 - (2) Qualifications, salary, privileges, etc.
 - b. The work of committees.
 - c. Steps in passing a bill.
4. Enforcing National laws.
 - a. The President's part in government.
 - (1) Qualifications, etc.
 - (2) Powers and duties.
 - b. Administration of laws.
 - (1) The Cabinet in general.
 - (2) Duties of separate departments.
 - (3) Special commissions and institutions.
5. Limitations on the law-making power.
 - a. The courts and constitutionality.
 - b. Powers forbidden by the Constitution.

6. Law-making in States.
 - a. The General Assembly; composition, etc.
 - b. Comparison with national law-making.
7. Administering State laws.
 - a. Governor—election, powers, etc.
 - b. Other administrative officers.
 - c. Courts and State laws.
 - (1) Power of State courts.
 - (2) Power of National courts.
8. Local law-making.
 - a. City council.
 - b. County commissioners.
 - c. School boards.
 - d. Board of health.
 - e. Road commissioners.
9. Administering local laws.
 - a. County.
 - (1) Relative importance.
 - (2) Chief officials; commissioners, sheriff, etc.
 - b. City.
 - (1) Mayor and aldermen.
 - (2) Commission and city manager plans.
10. Direct legislation.
 - a. Idea of New England town meeting.
 - b. Initiative and referendum.
 - c. How far possible and desirable?
11. Removing unworthy officials.
 - a. Removal by appointing officer.
 - b. Impeachment.
 - c. Recall.
 - d. Civil service laws.
12. Getting good government.
 - a. Can there be too much law-making?
 - b. Getting good men to serve.
 - c. Responsibility of the individual citizen.

EXERCISE.—Sessions of class as Congress or State legislature, with introduction, committee reference, discussion, etc., of bills; specific study of North Carolina officials.

C. Elections and Parties

1. Meaning and importance of voting.
2. Who may vote.
3. How voting is done.
 - a. Officers in charge and their duties.
 - b. Australian ballot system.
 - c. Forms of ballots.
 - (1) North Carolina.
 - (2) Other States.

4. Nominating candidates.
 - a. Petition.
 - b. Convention.
 - c. Direct primaries.
 - (1) Method.
 - (2) Advantages and disadvantages.
5. Election.
 - a. Dates.
 - b. Officers chosen.
 - c. A presidential campaign.
6. Political parties.
 - a. Why formed.
 - b. How managed.
 - c. Conduct of campaigns.
 - d. Effects.
 - e. Making parties useful.
7. Proposed election reforms.
 - a. Short ballot.
 - b. Proportional representation.
 - c. Nonpartisan elections.
8. Responsibility for good government.
 - a. Interest of voters.
 - b. Parties as agents, not masters.
 - c. Independent thinking.
 - d. When are elections really representative?

EXERCISE.—Actual voting for officers to be chosen at regular elections, with ballots and other equipment as nearly as possible like the real thing; campaign meetings; presidential nominating conventions.

D. How the Government is Supported

1. Expenditures.
 - a. Chief objects.
 - b. Distribution among national, state and local governments.
2. Sources of revenue.
3. Taxes.
 - a. Desirable qualities.
 - b. Principal forms.
 - c. Distribution among national, state and local governments.
 - d. How levied and collected.
 - e. Special uses of taxing power.
4. Other sources of revenue.
 - a. Forms.
 - b. Distribution.
5. Loans and debts.
 - a. When borrowing money is desirable.
 - b. Methods of obtaining it.
 - c. Public debts.

6. Public land and property.
 - a. Parks, forest reserves, etc.
 - b. Land for sale.
 - c. Reclamation service.
 - d. Public building.
7. Proposed reforms in public finance.
 - a. Budgets.
 - b. Single tax idea.
 - c. Other improvements.
8. Support through loyalty.
 - a. Oaths of office.
 - b. Treason.
 - c. Obedience to law.
 - d. Defense of law and order.
 - e. Faultfinding, helpfulness.
9. Support through service.
 - a. Jury service.
 - b. Military service.
 - c. Voting.
 - d. Study of public problems.
 - e. Participation in social activities.
 - f. What we can do at home and in school.

EXERCISE.—Study of local tax system; study of state and local receipts and expenditures; biographies of famous men of North Carolina.

(This outline, in part, follows rather closely an outline prepared by R. O. Hughes, the author of *Elementary Community Civics*, and presented by him to the State Department of Public Instruction in Pennsylvania. In preparing that outline he made use of a course of study in civics for the Philadelphia schools, for which Dr. J. Lyman Barnard was largely responsible.)

USEFUL BOOKS

Adopted Text-book

Hughes, R. O.—*Elementary Community Civics* (Allyn & Bacon)

Other Text-books Useful to the Pupil

- Adams, E. W.*—*Community Civics* (Scribner)
Beard, C. A.—*American Citizenship* (Macmillan)
Dawson, Edgar—*Organized Self-Government* (Holt)
Dunn, A. W.—*Community Civics* (city and rural editions) (Heath)
Field and Nearing—*Community Civics* (Rural) (Macmillan)
Lapp, J. A.—*Our America* (Bobbs, Merrill)
Reed, T. H.—*Loyal Citizenship* (World Book Company)
Smith, J. F.—*Our Neighborhood* (Rural) (Winston)

Reference Books for Pupil and Teacher

- Beard, C. A.*—*American City Government* (Century)
Dupuy, W. A.—*Uncle Sam's Modern Miracles* (Stokes)
Giles—*Vocational Civics* (Macmillan)
Gowin and Wheatley—*Occupations* (Ginn)

Haskins, F. J.—American Government (Lippincott)

Hughes, R. O.—Economic Civics (Allyn & Bacon)

Leavitt and Brown—Elementary Social Science (Macmillan)

Tufts, J. A.—The Real Business of Living (Holt)

United States Bureau of Education—Lessons in Community and National Life.

World Almanac; Bulletins of National and State Governments; Reports of City and County Departments, Bureaus, and Institutions.

Current Magazines: Independent, Literary Digest, Outlook, Review of Reviews, World's Work, Current Events, Pathfinder, etc.

Books Chiefly or Wholly for the Teacher

Allen, W. H.—Civics and Health (Ginn)

Ashley, R. L.—The New Civics (Macmillan)

Burch and Patterson—American Social Problems (Macmillan)

Carney, Mabel—Country Life and the Country School (Row, Peterson)

Howe, F. C.—The Modern City and Its Problems (Scribner)

Hughes, R. O.—Problems of American Democracy (Allyn & Bacon)

Magruder, F. A.—American Government (Allyn & Bacon.)

Reed, T. H.—Form and Functions of American Government (World Book Company)

Towne, E. T.—Social problems (Macmillan)

United States Bureau of Education Bulletin No. 23, 1915; Bulletin No. 28, 1916.

This list does not pretend to be complete. Many of the books above mentioned contain fuller lists of references to books dealing with particular phases of the subject. Teachers will do well to make use of such further reference material when they can secure it, but should avoid attempting too much use of it until they are thoroughly familiar with the groundwork laid by the adopted text-book and reference books of a general nature.

GEOGRAPHY

"Geography is primarily a study of the relationship between man and the earth as his environment." The main purpose of geography teaching should be to acquaint children with the conditions which influence the lives of people in every country of the world. In order to do this, the child must first be taught something of the conditions which influence his own life. He must become acquainted with his own community, its physical features, its climate, its resources and its people, their habits and customs. After the child has learned how to study conditions that influence the people of his community, state or nation, he will be in some measure able to apply this same process of study to the people of any other country of the world.

Place geography may be taught almost wholly by means of maps and drills or it may be taught incidentally by problems. A combination of these methods is no doubt wise. A knowledge of maps and kindred aids, together with the ability to interpret them, is the framework upon which the pupil must build and fashion his knowledge of geography.

Good geography teaching requires an abundant supply of maps, globes, and supplementary material, and it is most important that these be supplied for use in the third and fourth grades as well as in grades following. Geography, well organized and well taught, during the first two years forms a strong foundation for all later geographic study. The State adopted texts, together with the supplementary texts, contain a wealth of material from which may be selected practically everything needful to assist in geography teaching. This material, however, must be organized and used in such a way as to make the child feel that he is studying about real people doing real work in a real world, else it will be of little value.

SYNOPSIS OF THE COURSE OF STUDY IN GEOGRAPHY

First and Second Grades

1. Nature study.

Third Grade

1. Home geography.
2. The Earth as a whole.

Fourth Grade

1. The Earth as a whole.
2. North America as a whole.
3. The United States as a whole.

Text—Essentials of Geography, Book I, *Brigham and McFarlane*, pp. 1-155.

Supplementary Text for Reference—Human Geography, Book I, *Smith*, pp. 1-165.

Fifth Grade

1. Other countries of North America.
2. Other continents.

Text—Essentials of Geography, Book I, *Brigham and McFarlane*, pp. 155 to close.

Supplementary Text for Reference—Human Geography, Book I, *Smith*, pp. 165 to close.

Sixth Grade

1. North America.
2. The United States.
3. North Carolina.

Text—Essentials of Geography, Book II, *Brigham and McFarlane*, pp. 1-199.

Supplementary Text for Reference—Human Geography, Book II, *Smith*.

Seventh Grade

1. Other countries of North America.
2. Other continents.

Text—Essentials of Geography, Book II, *Brigham and McFarlane*, pp. 199 to close.

Supplementary Text for Reference—Human Geography, Book II, *Smith*.

GEOGRAPHY—NATURE STUDY**FIRST AND SECOND GRADES****Purpose and Method**

The amount and character of geographic information which a child gains during his first and second school years depends largely upon his physical environment and upon his power of observation. Nature study in the first and second grades is the beginning of geographic information which leads to the formal study of geography in later grades. North Carolina children are fortunate in that they may have first-hand knowledge of materials for nature study.

The purpose of geography teaching in the first and second grades is to develop the child's faculties of observation in order that he may become intelligently acquainted with the simple, natural conditions which surround him daily and which influence his life. This should be accomplished by means of nature study. The method should consist largely of oral work based upon observations made in daily life. This should be supplemented by stories and picture studies of children of other lands and other times, with special reference to primitive people. The use of a sand table may be most helpful in these grades. During the second year the work should be developed in a way to emphasize comparisons in resources, occupations and habits of the children and their home people with people of other communities and other lands.

Suggested Topics**I. Fall.**

(Oral work should be the means of leading children into nature study. The teacher should first discuss the topic "Trees" with the children, and then direct their observations and further discussions. Collections of material and pictures relative to the topic should be encouraged when practicable. As soon as the child can write, notebooks should be kept in which is listed pictures, material, etc., on each topic.)

A. Trees—Note trees at home, at school, on way to school.

1. Kinds (Winged)—White oak, sycamore, Carolina poplar, pine, maple, peach.
 - (a) Observe buds, flowers, seeds, leaves.
 - (b) Uses.
 - (c) Observe trees on way to school.

B. Wild Animals—Fox, opossum, bear, deer.

1. Use pictures, stories.
2. Discuss food, homes, habits.
3. Discuss other wild animals.

C. Insects—Crickets, grasshoppers, bees, wasps.

1. Life, history and habits.
2. Other insects.

II. Winter.**A. Sun, moon, a few stars.**

1. Stories of each—myths and real.
2. Night and day—simple explanation.
3. Teach Psalm, 19:1.

B. Children of other lands.

1. Eskimo—Snow, huts, food, clothing, games.
2. Arab—hot sands, tents, food, clothing, games.
3. Trees and shrubs green in winter.

III. Spring.**A. Birds**—Name the kinds in the neighborhood.

1. Kinds—Robin, bluebird, catbird, mockingbird, cardinal, blackbird.
 - (a) Color, food, nest, eggs, habits.
 - (b) Care of young.
 - (c) Note return of birds, using charts.
 - (d) Use to man.
 - (e) Observe birds on walks and by pictures.
 - (f) Bird stories and poems.

B. Flowers—Kinds growing in yards, gardens and fields in neighborhood.

1. Spring flowers—Violet, arbutus, hyacinth, crocus, dandelion, yellow jasmine.
 - (a) Home, color, shape.
 - (b) Other spring flowers.
 - (c) Flower stories and poems.
2. Summer flowers.
 - (a) Names and habits.

C. Projects.

1. Make animal booklets.
 - (a) Pictures and drawings of animals.
 - (b) Lists of animals.
 - (c) Stories.
2. Collections of leaves and flowers.
 - (a) Name and mount flowers.
 - (b) List flowers and trees child knows.
3. Flower chart.
 - (a) First spring flower, what and by whom found.
 - (b) Follow list as other flowers appear.

Reference Book List

Webb—Our Bird Book, Pioneer Publishing Co.
Perdue—Child Life in Other Lands, Rand McNally & Co.
Carpenter—Around the World with the Children, American Book Co.
Shepherd—Geography for Beginners, Rand McNally & Co.
Merrill—Geographic Readers, Pioneer Publishing Co.
Hilton—Book of Stars for Young People, Macmillan Co.
Strong—All the Year Round, Ginn & Co.
Stokes—Ten Common Trees, American Book Co.
Kelly—Short Stories of Our Sky Neighbors, American Book Co.
Stack—Wild Flowers Every Child Should Know, Grosset.
Common Forest Trees of North Carolina—North Carolina Geological Survey, Chapel Hill, N. C.

Attainments for First and Second Grades

At the end of first and second grade nature study, children should at least have a knowledge of:

1. Five kinds of the following: trees, wild animals, domestic animals, insects, wild flowers, cultivated flowers, bird fowls.
2. Children from five of the following groups: Indian, Eskimo, Japanese, African, European, Chinese, South Sea Islander, Arab, Mexican.
3. Springs, creeks, rivers, ponds or lakes, hills, valleys, mountains.
4. Sunshine, rain, weather, frost—weather chart.
5. Direction, distance.

GEOGRAPHY—THIRD GRADE

Purpose and Method

A text-book is not at all necessary for teaching geography in the third grade if the teacher knows how to organize available material which relates to facts within the experience of the children. Inexperienced teachers and other teachers seeking guidance or aid for geography teaching will find the supplementary texts adopted by the State most helpful. *Geography for Beginners* and *Merrill's Home Geography* follow closely the requirements for the first half of first-year geography. *Child Life in Other Lands* and *Around the World with the Children* will be found equally helpful during the last half of the year.

The first part of the year should be given to the study of so-called home geography. The main topics should be food, clothing, and shelter. These topics should be studied first from the standpoint of the child's immediate community with later excursions into like studies of neighboring communities, states, and nations. The studies should be simple and clear-cut and always within the range of the child's understanding. The teacher should keep constantly in mind the fact that should the above texts be used, it must be for the purpose of aiding the teacher in planning work or for aiding the pupil in adding to his store of geographic facts, and not for the purpose of "learning what is in a text."

The following outline is for the purpose of suggesting topics for study in the third grade. Problems for study are also suggested in order that the topics may be made more interesting. The teacher cannot use all of these topics, nor can she develop many of them at length. Topics selected by the teacher should be those most closely related to the child's life and experience. Maps should be constructed and used in the development of geographic topics during the first half of the third grade. The study of *Children of Other Lands* during the second half of the third grade gives excellent opportunity for teaching the use of globes, world maps, maps of continents, etc., together with their interpretations in terms of temperature, elevation, moisture and other related facts. The teacher should not fail to make use of these opportunities for intelligent use of maps.

Suggested Topics

- I. Food.
- II. Clothing.
- III. Shelter.

SECTION I—FOOD

Problem I

Study of food products grown in North Carolina and nearby states.

A. Corn.

1. Develop as the story of a "corn pone."
2. The grain—how grown? Study from standpoint of gardens and fields of community.
 - (a) Preparing the soil.
 - (b) Planting the seed.
 - (c) Cultivating the plants.
 - (d) Harvesting the corn crop.
 - (e) Storing the corn crop.
3. Uses of corn products—Discuss first from standpoint of children's own homes.
 - (a) Food for man—varieties.
 - (b) Food for animals—roughage and grain products.
 - (c) Uses of by-products.
4. Marketing—Discuss first from community standpoint.
 - (a) Wholesale shipments.
 - (b) Manufactured products.
 - (c) Forms in which retailed.
 - (d) By whom retailed?

- B. Wheat—Treat similarly.
- C. Rye—Treat similarly.
- D. Oats—Treat similarly.
- E. Rice—Treat similarly.
- F. Sugar Cane—Treat similarly.
- G. Sugar Beets—Treat similarly.

Problem II

Study food products grown by truck farmers in North Carolina—Study first from home gardens.

A. Vegetables.

1. Leaf vegetables—how used?
Cabbage, lettuce, celery, spinach, cauliflower, asparagus.
2. Root vegetables.
Potatoes, turnips, carrots, beets, onions, radishes—how used?
3. Seed vegetables.
Squash, beans, peas, melons, tomatoes, cucumbers—how used?

B. Small fruits, strawberries, etc.

1. Different kinds.
2. How cultivated?
3. How used?
4. How marketed?

Problem III

Study of products of fruit-growers of North Carolina—Study first from fruit trees in home community.

A. Kinds of fruit trees grown in North Carolina.

Peach, apple, fig, other kinds.

B. Locate on map sections most suitable for each and tell why.

C. Study each kind as follows:

1. Planting of trees.
2. Care of orchards.
3. How fruit is used.

D. Fruits not grown in North Carolina.

Problem IV

Study of animals used for food raised in North Carolina—Study first from standpoint of community.

A. Domesticated animals.

Cattle, hogs, sheep, goats, poultry, and eggs.

B. Wild animals.

Deer, bear, game, duck, etc.

Problem V

Study of dairy products of North Carolina.

A. Butter, milk, cheese.

1. How made?
2. How used?

Problem VI

Study of manufactured food products.

- A. Name kinds.
- B. Study labels, brands, trade-marks—Why have these?

Problem VII

Study of foods from other lands.

- A. Name various kinds—tea, coffee, cocoa, banana.
- B. Notice places from which they come—climatic conditions.
- C. Study prices.

Problem VIII

Study of food products used in other parts of the world.

- A. By the Indian.
- B. By the Eskimo.
- C. By the African.
- D. By the Oriental.
- E. By the European.

SECTION II—CLOTHING**Problem I**

How do animals prepare for winter?

Fur-bearing animals, birds, caterpillars, insects.

Problem II

Why does man need clothing?

- A. Origin of clothing.
 - Tree dwellers; cave men.
- B. Clothing of Indians.
 - Winter clothing; summer clothing; articles of clothing.
- C. Clothing of Eskimos.
 - From what made? How made? How worn?
- D. Clothing of pioneer settlers.
 - 1. First brought from Europe.
 - 2. Some made from skins.
 - 3. Later made from wool—How?
 - 4. Later factories were established.
 - 5. Simple styles.
- E. Clothing of our time.

Materials from which clothing is obtained.

- (a) Cotton—develop as the story of a girl's apron or a boy's shirt, tracing the cotton from planting time until worn as a garment by the child.
- (b) Wool—follow from sheep to clothing; skins—what animals and how used; furs; silk; flax; rubber.
- F. Clothing of other nations.
 - 1. Phillipine Islanders.
 - (a) Materials used; styles and how made; cost.
 - 2. Any other country.
 - Discuss similarly.

SECTION III—SHELTER

Problem I

How do animals get ready for winter?

- A. Toads, frogs, and turtles.
- B. Chipmunks and squirrels.
- C. Ground hogs and bears.
- D. Bats.

Problem II

How does man protect himself from the weather?

- A. What is a house, a home?
- B. Were the shelters of the tree dwellers and cave men homes or houses?
- C. Discuss as shelters: caves, tents, trees, shacks, huts, houses.

Problem III

Study of shelters in which children live.

- A. Kinds of houses in school community.
Frame houses, brick houses, other kinds of houses.
- B. Parts of a house.
Foundation, walls, roof, joints, floors, windows.
- C. Different rooms of house and purposes for which they are used.

Problem IV

Study of how houses are built.

- A. Men who assist in constructing a house.
Architect, mason, carpenter, plumber, electrician, plasterer, tinner, painter, decorator, inspector—why?
- NOTE.—Discuss part each performs in construction.

Problem V

Study of methods of heating houses.

- A. Fireplaces, stoves, grates, furnaces.
- NOTE.—Discuss reasons for using each.

Problem VI

Study of materials used for heating houses.

- A. Coal, coke, wood, gas, electricity.
- NOTE.—Compare as to cost, convenience, etc.

Problem VII

Study of materials used in constructing and furnishing houses.

- A. Enumerate materials and discuss source.
- B. Name furnishings and tell where they come from.
- C. Contrast with construction and furnishings of early American settlers' houses and with colonial houses.

Problem VIII

Study of houses of other people in other lands.

- A. Houses of Eskimos.
- B. Houses of Europeans.
- C. Houses of Orientals.
- D. Shelters of African natives.

Reference Book List**A. For teachers.**

North Carolina a Land of Horticultural Opportunity—*State Department of Agriculture*.

Smith—Human Geography, Book I, *Winston Publishing Co.*

Brigham and McFarlane—Essentials of Geography, Book I, *American Book Co.*

National Geographic Society—Pictorial Geography Lessons.

Patterson Studies in Elementary Science, *Row, Peterson Co.*

B. For children.

Shepherd—Geography for Beginners, *Rand McNally Co.*

Carpenter—Around the World with the Children, *American Book Co.*

Merrill—Geographic Reader, No. 1, *Pioneer Publishing Co.*

Perdue—Child Life in Other Lands, *Rand McNally Co.*

McMurry—Excursions and Lessons in Home Geography.

Attainments for Third Grade

At the end of the third grade, children should at least have a knowledge of:

I. Food and clothing products which they use.

A. That are produced in North Carolina.

B. That are produced elsewhere.

II. Kinds of shelters or houses of:

A. Children of homeland.

B. Children of five other lands.

III. Geographic facts.

Limited use of globe and maps.

1. That the earth is round.

2. Land bodies and water bodies—continents and oceans.

NOTE.—Drill on characteristics until children recognize and can name each continent and ocean.

3. Rotation of earth causing day and night.

4. Sun warms and lights earth.

5. That some parts are warmer than others.

6. Zones and hemispheres.

GEOGRAPHY—FOURTH GRADE

Text: Essentials of Geography, Book I, pp. 1-155.

Supplementary texts for reference: Human Geography, Book 1, pp. 1-165.

Our Occupations, Book II, *Merrill*, Geographic Reader.

Around the World Series, Book III.

How We March—*Macmillan*.

Purpose and Method

"As a result of the study of geography in the elementary school the pupil should gain:

"1. An abiding interest in the different peoples of the world, their industries, their achievements, and their relations to ourselves.

"2. A mastery of geographic facts and principles sufficient to enable him to explain:

- a. The growth of the leading cities of a region.
- b. The development of important industries.
- c. The dependence of one part of the world upon another.

"3. A breadth of mind which will lead to a sympathetic understanding of races and nations other than his own.

"4. A working knowledge of the subject by a thorough training in the use of maps, texts, and reference books so that he can work out new problems independently.

"In short, geography should help the pupil to interpret his environment, which in the case of civilized man, reaches out to all parts of the world."

The above quotation is the summary of the ideal results of the elementary study of geography, as given by a report prepared for the Boston Department of Investigation and Measurement.

The purpose of geography teaching in the fourth grade should be to establish and develop geographic facts already known to the child, and to enable the child to use the text intelligently. When children enter upon the work of this year they already know something about the customs and habits of people in their homeland, and in other countries of the world. A review of the Essentials of Third Grade Geography may be taken by a study of "How People Work and Live," Essentials of Geography, Book I, and from Merrill's *Our Occupations*.

Fourth grade children often do not read very well, and it is difficult for them to use their geography text without help. For this reason and for the further reason that the child should acquire the habit of using the geography as a reference book, teacher and pupil should spend much of the time set apart for geography in conferring over open books. In this way suitable material may be found and organized relative to the topic assigned for study, and the time spent in this way will be effective and profitable. The teacher should keep in mind the fact that fourth grade children do not know how to use the text. They must be taught how to find and organize scattered information in the text relative to the topic assigned; how to use and refer to charts; how to use the index and pronouncing vocabulary; how to interpret and use maps; the value of pictures and other helps given in the text. The teacher should constantly keep in mind the fact that the geography text is a reference book, and is not at all suited for a text to teach reading.

The child should be master of the fundamental principles in geography by the time he finishes the elementary school. He should have clear ideas upon the earth as a whole, various land forms and forms of water, tide and waves, winds, ocean currents, rainfall, seasons, zones, climate, size, motion, latitude, longitude, and the like. All of this cannot be gotten by memorizing paragraphs relative to the topics in the texts. These principles of geography may be taught incidentally by the study of large units which involve man's relationship to the earth, and at the same time call for a study of the physical principles of geography.

Intelligent map reading is a necessary part of good geography study. For this reason, and because fourth grade children are not accustomed to using a text, the following lessons in map reading are suggested:

I. Physical map of North America.

(Use Essentials of Geography, Book I, p. 72, and teach children to read map according to outline.)

- A. Explain color of map—call attention to different colors.
 - 1. Teach legend of each color in corner of map.
 - 2. Drill until pupil can readily recognize elevation from color.
- B. Sea level—show children what is meant by “sea level” in the following way:
 - 1. Locate Cape Hatteras in North Carolina as a point for explaining sea level.
 - 2. What color is map at Hatteras? Why? Locate Raleigh farther west in North Carolina and inland. What color is map at Raleigh? Note sea level color applies to all land surface from sea level up to 1,000 feet.
 - 3. Note other two colors on map where North Carolina is located. What do these colors mean? Does the fourth color, designating more than 5,000 feet altitude, appear on the map where North Carolina is located?

C. Land and water divisions—Teach names and forms by studies with children over open books according to following plan:

- 1. Study coast-line locating; capes, peninsulas, islands, gulfs, bays and straits.
- 2. Describe each of the above forms and give name of each.
- 3. Study big river systems.
- 4. Trace rivers from mouth to source, noting tributaries, and origin of each.
- 5. Divisions according to elevation—note names of sections on map—lakes, plains, plateaus, mountain ranges, etc.

II. Relief map of North America.

(Use Essentials of Geography, Book I, p. 70, and proceed to study with children according to following plan:

- A. Explain colors of map, noting difference between legend here and on physical map of North America.
 - 1. Find sections and places on first map, then locate on other—Model a relief map of clay, pulp, or other suitable material according to elevations on this map of North America, giving a clearer idea than any map on paper can show of what is meant by relief.
 - 2. Note particularly: river systems, drainage slopes, etc., on map.

III. Political map of North America.

(Use Essentials of Geography, Book I, p. 73, for purpose of explaining difference in map symbols, relating to political geography, which is “man-made geography,” and symbols relating to physical or “natural geography.”)

- A. Explain color sections on this map.
 - 1. Note color has no meaning here except as an aid in visualizing different countries.
 - 2. What separates countries one from another on the map?
 - 3. Note location of big cities—Why?
- B. Explain scale of miles.
 - 1. Measure distances across countries, approximate length of rivers, distance from place to place.
 - 2. Explain different scale of maps—refer to maps of United States—*Essentials of Geography*, Book I, pp. 80, 83, 87.
- C. Explain latitude and longitude.
 - 1. Meridians—show lines on map and explain difference in degrees at equator and at poles. Cut lines on orange to represent meridians.
 - 2. Parallels—show how these lines do not vary. Cut lines on orange to represent parallels.
 - 3. Show how distance, location, and time may be determined by meridians and parallels.
 - 4. Do not leave these lessons in map reading until the children are able, unaided, to read similar maps.
- D. Explain form and rotation of the earth, also directions.
(Use *Essentials of Geography*, Book I, pp. 55-60.)
 - 1. Form, shape, and size of earth.
Show by globe, maps, etc.
 - 2. Hemispheres—western and eastern.
Explain meridians.
 - 3. Hemispheres—northern and southern.
Explain parallels, equator, poles.
 - 4. Rotation—day and night.
 - 5. Direction and location.

The outline given below suggests some topics suitable for fourth grade study:

Suggested Topics

I. The earth as a whole.

A. Pioneer explorers and their explorations.

- 1. Columbus.
- 2. Magellan.
- 3. Sir Francis Drake.
- 4. Henry Hudson.

II. North America as a whole.

A. Industries.

- 1. Lumbering.
- 2. Mining.

III. The United States as a whole.

A. Travel and transportation.

- 1. Methods used by Indians and early settlers.
- 2. Methods used in Colonial Days.
- 3. Methods applying use of steam in transportation.
- 4. Methods applying use of electricity and gasoline.

ILLUSTRATIONS

SECTION I—THE EARTH AS A WHOLE

METHOD—The teacher should attempt to give children a clear idea of the world as a whole by relating geographic facts and influences to life. Read story of Columbus from history or reference book. Let children study life of Columbus, and then discuss with them incidents of his boyhood, his young manhood, and of his later years. The teacher should then be able to relate geography to the life of Columbus. By using the following problems, as outlined, children may get a clear idea of the world as a whole:

PROBLEM A.—Relationship of geography to life and discoveries of Columbus.

1. Story of boyhood.
 - a. Locate all places mentioned in story.
 - b. Discuss food, clothes, and shelter of inhabitants.
 - c. Discuss climate and physical features of country.
2. Story of young manhood.
 - a. Locate places mentioned in story.
 - b. Locate on globe and maps known countries and regions at the time.
 - c. Locate unknown countries and regions at that time.
 - d. Discuss briefly habits and customs of people in above countries.
3. Story of explorations.
 - a. Trace route on map, noting direction and distance.
 - b. Note probable weather, winds, and ocean currents.
 - c. Study food, clothing, shelter, etc., of people in lands touched.
 - d. Study meridians and parallels crossed.
 - e. Discuss climate and physical features of lands touched.

PROBLEM B.—Relationship of geography to life and discoveries of Magellan.

PROBLEM C.—Relationship of geography to life and discoveries of Sir Francis Drake.

PROBLEM D.—Relationship of geography to life and discoveries of Henry Hudson.

NOTE.—Use maps and globes and pictures in following plan of study, as outlined above for Columbus, and in similar names work out Problems B, C, and D.

SECTION II—NORTH AMERICA AS A WHOLE

I. Industries.

It is here attempted to help the child attain a knowledge of the geography of North America as a whole by relating geographic facts and influences to industries. The teacher should show the children how to find all material in the text which relates to each topic of the problem in ability to find and judge for themselves geographic facts and influences in relation to other problems.

PROBLEM A.—Study of lumbering in relation to supply, manufacture, and use.

NOTE.—See Index, "lumbering," p. 265—Essentials of Geography, Book I. Explain to pupils method of finding information on any topic listed in Index.

1. Forests—Canada, United States, Mexico, Central America.
 - a. Forests of early days.
 - b. Forests of present day.
 - c. Use of forests.
 - d. Locate timber regions on map of North America.
2. Lumber camps—description of camp in Canada, on Pacific Coast, in New England, in the South.
 - a. Ways in which logs are taken to sawmill.
 - b. Ways in which lumber is marketed.
 - c. Ways in which lumber is used.
 - d. Locate chief lumber markets of North America.
3. Kinds of lumber—where found and use?
 - a. Pines, spruces, cedar, fir.
 - b. Hardwoods, redwoods.
 - c. Mahogany, rosewood, ebony.
 - d. Other kinds of lumber.
4. Study climate and physical features of each timber region of North America.

NOTE.—Use maps, pictures, etc.

PROBLEM B.—Study of mining in relation to location, products, operation, transportation and use.

1. Mineral regions of North America—locate on map.
 - a. Coal, iron, lead, zinc, etc.
 - b. Precious metals—gold, silver.
 - c. Precious stones—ruby, emerald, etc.
2. Coal—what coal is.
 - a. Description of coal mine.
 - b. Description of habits and customs of people in coal mining towns.
 - c. Trace coal from mine to school heating plant.
 - d. Uses of coal.

NOTE.—Select some mineral from each section of North America and study as above.

PROBLEM C.—Study of other industries in regard to location, production, and use.

SECTION III—THE UNITED STATES AS A WHOLE

I. Travel and transportation.

PROBLEM A.—Study of methods used by Indians and early settlers in relation to exploration and settlement of United States.

1. Trails—on foot or horseback.
2. Canoes and rafts—on inland streams.
3. Schooner wagon; pack-horse.
4. Row boats; sail boats; ships.

PROBLEM B.—Study of methods used in Colonial Days in relation to waterways, building of roads, and development of trade.

1. Horseback riding, pack-horse.
2. Carriage, stage coach.
3. River boats, rafts.

PROBLEM C.—Study of methods applying use of steam in transportation in relation to the rapid settlement of sparsely settled regions, and to the rapid increase of industries and trade.

1. Railroad trains.
2. Steamboats, barges, etc.

PROBLEM D.—Study of methods applying use of electricity and gasoline in relation to big road building program.

1. Motor cars, airplanes, etc.

SUB-PROBLEM (a).—Study results of bringing people close together with reference to customs, habits, and industries.

PROBLEM E.—Study of early trade and travel routes from Atlantic Seaboard to Pacific in relation to climate, resources, and topography of country passed through.

SUB-PROBLEM (a).—Contrast present travel over same country with past.

SUB-PROBLEM (b).—Note present-day industries in same country.

Reference Book List

- C. W. Moore—Life of Christopher Columbus, *Houghton-Mifflin Co.*
 W. F. Gordy—American Leaders and Heroes, *Scribner Co.*
 R. S. Holland—Historic Boyhoods, *Jacobs Publishing Co.*
 W. A. and B. S. Mourey—American Pioneers, *Silver, Burdett Co.*
 Lucia—Stories of American Discoverers for Little Americans, *American Book Co.*
 Shaw—Discoverers and Explorers, *American Book Co.*
 Denton—Glimpses of the World, *Silver, Burdett Co.*
 T. B. Towler—Stories of Columbus and Magellan, *Ginn & Co.*
 Bassett—Story of Lumber, *Penn Publishing Co.*
 Greene—Coal and Coal Miners, *Houghton-Mifflin Co.*
 McMurtry—Type Studies from United States Geography, *Macmillan Co.*
 McMurtry—Larger Types of American Geography, *Macmillan Co.*
 W. F. Rocheleau—Great American Industries (four volumes), *Flanagan Co.*
 Volume 1—Coal, petroleum, iron, marble, etc.
 Volume 2—Products of the South.
 Volume 3—Manufactures.
 Volume 4—Transportation.
 J. T. Chamberlain—How We Travel, *Macmillan Co.*
 Brigham—From Trail to Railway Through the Appalachian, *Ginn & Co.*
 Davis—West from a Car Window, *Harper Brothers.*
 McMurtry—First Steamboat on Mississippi; Louisiana Purchase; Erie Canal; Crossing the Cascade Mountains; Peabody College for Teachers, Nashville, Tenn.

Attainments for Fourth Grade

At the end of fourth grade geography pupils should have the ability to use globes and maps and the texts intelligently, and should at least have a knowledge of:

I. The world as a whole—Attainments of third grade.

II. North America with reference to:

A. Position.

In zones, in hemispheres, in relation to bordering waters.

B. Form.

1. General—roughly triangular.

2. Actual—indentations, prolongation, islands adjacent.

NOTE.—The position and form of the continent may best be learned by a careful intensive study of the map.

C. Size.

1. Compared with other continents.

2. As shown by zones.

D. Relief.

Highlands, lowlands.

E. Rainfall and drainage.

Gulf drainage, Atlantic drainage, Pacific drainage.

F. Distribution of population.

Simple division into dense, less dense, etc.

G. Political divisions.

United States, Dominion of Canada, Mexico, Central America, West Indies.

III. The United States.

A. Position and size—with reference to other countries of North America.

B. Relief and drainage.

1. Elevation—constant reference to physical maps.

2. Chief river systems—location.

C. Climate.

Comparisons of living conditions in varied sections of United States.

Homes, clothing, food, customs of people, etc.

D. Occupations and industries.

1. Agricultural and grazing sections—chief productions.

2. Mining regions—most important minerals.

3. Manufacturing regions—chief products.

4. Fishing grounds—chief catches.

GEOGRAPHY—FIFTH GRADE

Text: Essentials of Geography, Book I, p. 155 to close.

Supplementary text for reference: Human Geography, Book I, p. 165 to close.—*John C. Winston.*

Carpenter's Geographic Readers—*American Book Co.*

Purpose and Method

The purpose of geography teaching in the fifth grade should be to acquaint the pupils in a general way with the important peoples of the continents, some of their chief occupations, and the natural resources and physical features, which make these occupations possible.

A study of the occupations of the countries and continents as outlined below, should result in a general knowledge of the physical features, climate and resources, as well as a knowledge of the products and industries of each country.

A brief review of the chief occupations and industries of the people of our own State, and of the United States, should be the means of approach to fifth grade geography study, as outlined. This should be followed by a study of the outlying possessions of the United States. The pupils should then have sufficient background to enable them to appreciate and understand geographic facts and conditions which determine occupations and industries in other regions of the world. Maps, globes, charts, reference books and other aids in the study of geography should be familiar tools in the hands of the pupil during this year. Constant practice in the expert use of these tools should be encouraged.

The following topics are suggested for study:

SECTION I—OTHER COUNTRIES OF NORTH AMERICA

SUGGESTED TOPICS

I. Outlying possessions of the United States.

PROBLEM A.—Study of geographic facts and conditions which influence occupations and industries of Alaska.

1. Occupations.

a. Fishing, fur, seals, salmon.

b. Mining, gold.

2. People: races, habits, customs.

SUB-PROBLEM (a).—Account for difference in occupations of native and of foreigner in Alaska.

PROBLEM B.—Account for Panama Canal Zone as a possession of the United States.

1. How acquired—From Columbia.

2. Why acquired—passageway between Atlantic and Pacific.

3. People: races, habits, customs.

SUB-PROBLEM (b).—Contrast success of the United States with failure of Spain with reference to digging Panama Canal.

PROBLEM C.—Study of geographic facts and conditions which influence occupations and industries of Porto Rico, St. John, St. Thomas, St. Croix.

1. Occupations—Agriculture: tobacco, sugar, tropical fruits, vegetables.

2. People: races, habits, customs.

SUB-PROBLEM (c).—Which of these islands is of most value to the United States?

PROBLEM D.—Account for importance of Hawaiian Islands as a possession of the United States.

1. Location with reference to world powers.
2. Occupations—Agriculture: sugar, rice, fruits, tobacco, rubber.
3. People: races, habits, customs.

PROBLEM E.—Study of the Philippine Islands as a dependent possession of the United States.

1. Location, history.
2. Occupations—Agriculture: sugar, coffee, rice, tobacco, hemp.
3. People: races, habits, customs.

PROBLEM F.—Study of Guam, Tutilla and other small islands in this group, with reference to location, people, and occupations.

II. Canada.

PROBLEM A.—Study geographic facts and conditions which affect Canada with reference to occupations.

1. Agriculture.
 - a. Products: wheat, fruits.
 - b. Regions: Manitoba, Saskatchewan, Alberta.
2. Mining.
 - a. Products: coal, iron, gold, silver, copper, nickel.
 - b. Regions: note where each is found.
3. Fishing and hunting.
 - a. Locate fishing grounds.
 - b. Fur-bearing animals.

PROBLEM B.—Study of races, habits, and customs of Canadian people, as compared with people of the United States.

III. Mexico.

PROBLEM A.—Compare occupations of Mexico with Canada with reference to agriculture, mining and forest products.

1. Agriculture.

Products: cotton, sugar cane, tobacco, coffee (low semi-tropical regions); corn, wheat, vegetables (higher, more temperate regions).
2. Mining.

Products: gold, silver, petroleum, copper, lead, precious stones.
3. Forest products.
 - a. Rosewood, mahogany, ebony.
 - b. Rubber plantations.

PROBLEM B.—How do the people of Mexico differ from Canadian with reference to races, habits, and customs?

IV. Central America.

PROBLEM A.—Account for similarity of people in Mexico and Central America with reference to habits, customs, and occupations.

1. Agriculture.
 - a. Products: coffee, sugar.
 - b. Tropical fruits furnish food.
2. Forest products.

Rubber, valuable woods.
3. People: races, habits, customs.

V. West Indies.

PROBLEM A.—Study of geographic facts and influences affecting occupations and products of West Indies.

1. Agriculture.

Products: sugar, tobacco, spices, chocolate, bananas, oranges, other tropical fruits.

2. Sponge fishing.

3. People: races, habits, customs.

SECTION II—OTHER CONTINENTS

SUGGESTED TOPICS

I. South America.

PROBLEM A.—Account for occupations and products of South America being like or unlike those of North America.

1. Agriculture.

a. Products: coffee, wheat.

b. Regions: Brazil, Argentine.

c. Centers: Rio de Janeiro, Buenos Aires.

2. Stockraising.

a. Products: meat, hides, wool.

b. Region: Argentine.

c. Center: Buenos Aires.

3. Gathering of rubber.

Region: Valley of Amazon.

4. Mining.

a. Products: gold, silver.

b. Regions: Andean countries.

PROBLEM B.—Compare Amazon Region with Mississippi Region with reference to: extent, products, fauna, people.

ILLUSTRATIONS

PROBLEM A.—Study of Amazon Region.

1. Size.

a. Largest.

b. More navigable tributaries than any other river—350 tributaries—
Large steamers ascend the river for 2,000 miles, and smaller
steamers nearly 3,000 miles.

c. Width—200 miles at mouth.

d. Basin drained, nearly half of South America.

2. Products of "Wonder Valley."

a. Rubber.

b. Nuts.

c. Cocoa.

d. Dyewoods.

e. Cotton.

f. Sugar.

3. Fauna of the "Hunters' Paradise."

- a. Birds of gorgeous plumage.
- b. Monkeys.
- c. Wild fowl.
- d. Jaguars.
- e. Wild pigs.
- f. Tremendous serpents.
- g. Insects.
- h. Alligators.
- i. Sea cows.

4. Cities.

- a. Para (Belem)—Greatest rubber market in the world. A city before the English settled North America.
- b. Santarem.
- c. Manaoas.

5. People.

Races and Nationalities:

- Indians
- Portuguese
- North Americans
- English
- Germans
- Italians
- Spanish

6. Homes.

Palaces and hovels.

7. Customs of people.

- a. Snakes for pets.
- b. Hunting methods.
- c. Treatment of strangers.

8. The size of the river.

- a. Length, width.
- b. Part of South America drained.

9. How one part of the river was named.

- a. Indians' account of El Dorado.
- b. Orellana's explorations and experiences.
- c. The naming of a portion of the river.

10. Where it is called the Solinoes.

11. The portion called the Maranon.

12. The tributaries.

13. How the length of the river has caused the variety of names.

PROBLEM B.—Study of Argentina as the most progressive country of South America.

ILLUSTRATIONS

1. Natural advantages.

a. Location.

- (1) Compare with United States with reference to zones.
- (2) Location on Atlantic Ocean, greatest trade route of world.

- b. Size—Compare with United States and with other countries of South America.
- c. Climate—a variety.
 - (1) Tropical in north, temperate chiefly, cold in extreme south.
 - (2) Rainfall—heavy in north, scarce in west, plentiful in south.
 - (3) Effect of climate and rainfall on lives of people.
- d. Surface—a variety; compare with the United States.
 - (1) Forest area in north—why? Lumbering industry; lumbering products.
 - (2) Plateau area—where? Industries—farming by means of irrigation—mining silver and copper.
 - (3) Pampa—compare with prairie region of the United States with reference to extent, soil, products, and people.
 - (4) Patagonia—sheep country—why?
- e. Rivers—navigable, some waterpower.
- f. Coast line—good harbors.
 - Harbor cities—Buenos Aires, Rosario, Bahia.
- g. Commerce—with what countries?
 - (1) Exports—products.
 - (2) Imports—articles.
- 2. People—larger per cent white than any other South American Country—why?
 - a. Population—numbers.
 - b. Government—republic.
 - c. Education—schools modeled after United States.

Additional Problems:

- A. Brazil is larger than the United States, France and England, but has a population only equal to that of New York and Pennsylvania—why?
- B. Uruguay is a great pasture land—why?
- C. The Andean Plateau is a great wool-producing area—why?

II. Europe.

PROBLEM A.—Study Europe with reference to geographic influences affecting occupations, products and people.

- 1. Agriculture.
 - a. Products: grains, sugar beets, fruit.
 - b. Regions: Great Plain of Europe, Mediterranean Region.
- 2. Manufacturing.
 - Products: cotton and woolen goods—Regions: England, Germany.
 - Silk goods—Region: France.
 - Iron and steel—Regions: England, Germany.
- 3. Mining.
 - a. Products: coal, iron.
 - b. Regions: Great Britain.
- 4. Dairying.
 - a. Products: butter, cheese.
 - b. Regions: Holland, Switzerland, Scotland.

PROBLEM B.—The British Isles—the home country of the greatest nation of Europe.

ILLUSTRATIONS

1. Physical features.
 - a. Location—relative to other nations—relative to bordering water.
 - b. Climate—length of day; influence of winds.
 - c. Coast line—extent, character, harbors.
 - d. Surface—suitable for agriculture and grazing.
 - e. Drainage—rivers, canals, lakes.
2. People—nationalities, character, customs:
 - a. Government—King, Parliament.
 - b. Occupations.
 - (1) Agriculture—limited because of space.
 - (2) Grazing, fishing—why?
 - (3) Mining—coal, zinc, iron, copper, tin—where?
 - (4) Manufacturing—importance, chief centers, articles.
 - c. Commerce.
 - (1) Importance and extent.
 - (2) Exports and imports—why?
 - (3) Means of transportation.
3. Colonial possessions.
Name and locate.

Additional Problems:

- A. Why is Russia not counted among the great world powers?
- B. Manufacturing is a very important industry in Germany—why?
- C. How does Holland support her very dense population?
- D. In which country of Europe would you prefer to live? Why?

III. Asia.

PROBLEM A.—Study of Asia with reference to geographic influences affecting occupations, products, and people.

1. Agriculture.
 - a. Products: rice, tea, cotton, spices.
 - b. Regions: China, Japan, India.
 - c. Production of silk in China and Japan.
2. Fishing: Japan.
3. People: races, habits, customs.

PROBLEM B.—Study of surface of Asia.

ILLUSTRATIONS

1. Vast plains.
 - a. Plains of north and west.
Soil, climate, people.
 - b. Plains of China and India.
Soil, climate, people.

2. Lofty mountain ranges—locate.

a. Mountains—sources of large rivers.

b. Himalaya Range—"Abode of snow."

(1) Over 100 peaks more than four miles high—Mt. Everest, highest in world.

(2) Plateau of Tibet—"Roof of the world."

(3) Desert of Gobi—why a desert?

3. Rivers—character.

Most useful ones—why?

PROBLEM C.—Study of people of Asia.

ILLUSTRATIONS

1. People.

a. Number—compared with other continents.

b. Races—distribution.

c. Character—degree of civilization.

d. Occupations.

Additional Problems:

A. Why is Japan considered a stronger nation than China?

B. Which country of Asia is most desirable, if judged by geographic facts and influences? Why?

IV. Africa.

PROBLEM A.—Occupations of Africa as compared with Europe.

1. Agriculture.

a. Products of Nile Valley.

b. Products of the oases.

2. Grazing: South Africa.

3. Mining.

a. Products: diamonds, gold.

b. Region: South Africa.

SUB-PROBLEM (a).—Compare life in Sahara Desert with life in Central Europe and Central Asia.

ILLUSTRATIONS

A. The Desert of Sahara. (Adopted from Newport News Course of Study.)

1. Condition as to life.

a. No living thing: insects, animals, vegetation.

b. Sea of sands drifting into dunes and hills.

c. Surface dotted with pebbles and round stones.

2. Condition as to scenery.

a. Wavelike drifts of yellow sand.

b. Beautiful sunrise and sunset.

c. Stars aglow in sky at night.

d. Clouds in distance floating.

3. Extent of area.

- a. Larger than United States—extend into Canada and Mexico.
- b. Width from North to South—greater than from Atlantic to Rockies.

4. Soil.

Fertile where water can be obtained.

5. Climate.

- 150-160 degrees in sun, 112-114 degrees in shade.
23 degrees at night—heat, dryness and change.

6. Winds.

- a. From desert outward in winter.
(Main causes of climatic conditions.)
- b. Inward toward desert in summer.
(Sun acting upon rocks and sand evaporates moisture before it can form into rain.)
- c. Atmosphere—pure—no vapor.

7. Sandstorms.

- a. So dense that hand is invisible when held to face.
- b. Tents cannot be pitched.
- c. Camels crouch—men lean against camels.
- d. Sometimes lasts for days.
- e. Great waves of sand whirled into columns.

B. Oases.

1. General appearance.

Artesian wells—palm trees.

Houses one-story—mud walls covered with palm branches—earth floors.

Markets: infested by flies—unhealthy—subject to fever—flesh of camels and dogs.

2. Biskra Oases—largest, most thriving.

a. Appearance.

Accessible to railroad.

Thousands of date palms, olive groves, oranges, bananas, apricots.
Surrounded by walls and ditch.

b. Inhabitants—Arabs, Moors, Bedouins.

Natives—jet black, fierce looking, straight, tall.

Women unveiled, dress in gay colors, anklets of gold and silver.

c. Vegetation:

1. Palm trees—must have water around roots—will not thrive in dry air.

2. Orchards are irrigated—trees bloom in May.

Dates—green at first—change to reddish color—sour and puckery when not ripe.

- d. Products: dates, opium, tobacco, cotton, gum arabic, rice, wheat and barley—not enough to supply local wants—saltpeter, alum, soda.

Rock salt—a region destitute of vegetation, broken in slabs—miners live near—salt carried to Timbuktu and Sudan.

e. Animals:

(1) Wild—numerous reptiles, gazelles, antelopes, few ostriches (jackal, hyena, lion live on the border of desert.)

(2) Domesticated—goats, sheep, camel.

Camel—"Ship of the Desert."

(a) Characteristics:

Awkward, strong, patient.

Exists a long time without water.

Travels without fatigue.

Full grown at sixteen years.

Defence—vicious bite.

Walk—sways, moves both feet on a side at once.

Nostrils—flap, can close to keep out sand.

Head—horizontal, to scent water, storms.

Foot—broad, split, soft like lion's paw, serves as snow-shoes—bears up beast and rider—master examines camel's feet daily—if torn, leather skin is wrapped around foot.

Eyelashes—long to keep out sand.

(b) Stomach: chews cud.

Special pouch contains cells filled with water.

Holds gallons, and can go without water for a week.

Second stomach—honey-combed pouch.

(c) Food: beans, dates, carob pods, for one day's journey.

Browses shrubby plants, cactus, dry grass, thorns.

(d) Hump:

(1) Store house of fat. When healthy, hump is plump and well rounded.

(2) Unhealthy—hump shrinks—date stones are forced down throat which makes hump stiff and strong.

(3) Carries 550 to 600 pounds.

(4) Uses:

Beast of burden—flesh and milk for food—hair for brushes and clothing (camel's hair brush for painting), hide for sandals, bottles, baskets.

3. Caravans:

(a) March—headed by chiefs of tribes on racing camels—carry guns, swords, lances—watch out for robbers.

Behind are freight camels, scarred, dingy, growl, bite, angry, grunt, and cry with heavy loads.

No path, no roads, no rivers, no carriages; bleached bones of dead animals seen.

Guided by stars, rocks.

Sun throws a glare in face—stones as hot as fire.

Camels raise a thick dust in walking.

Riding on camels causes sea sickness—pain at waist caused by bobbing.

Sundown, the best time to travel—cool, stars shine, no glare of sun.

Water supply—goatskin water sacks—disagreeable taste.

Day's march—18 to 20 miles.

- (b) Load—all sorts of merchandise.
Dates exported in bags, long boxes—100 different varieties.
Those exported to United States, soft, full, juicy.
Jugs of oil, crates or boxes of cloth, rugs.
- (c) People:
Arabs—gowned in white or brown—only faces seen.
Women and children in party—scores of dogs.

C. Inhabitants.

1. Negroes lived there first—very few Arabs in central region.
2. Arabs: full-blooded nomads.
Northern tribes—horses.
Southern tribes—goats.
Central tribes—camels.
Dwellers in tents—nothing to support existence—no towns—no villages—(Arab sheik may prey upon travelers, but if stranger approaches his tent and asks for food and shelter, he gives it freely. Even if sheik is a robber, the stranger sleeps in peace and safety.)
3. Moors: mixed peaceful tribes—settled on oases.
Live in Morocco—some are wealthy.
Wear huge turbans, long white flowing robes.
Women dress in white—faces hidden with veil.
4. Berber: slim, scarcely dark complexion, blue eyes.
Costumes, loose, flowing robes—mostly dark blue, made of cotton.
Veil wound around face to protect from sand.
Hair—cut short or forming pigtail—remains uncovered on top of head—beard sometimes peeps out.
Sandals—worn on borders of deserts.
Women have freedom—go unveiled—take part in community affairs.
5. Tuaregs: robbers.
Descendants of Berkees.
Characteristics: cruel, cunning, quarrelsome, drive fast, riding camels—armed with swords, lances.
Treat camels kindly—baby camel stays in tent.
Dress like women—black veil on face—red turban—long white shirt embroidered with silver and gold—wide turkish towels—*See Carpenter.*
Women do not wear veils.
Religion—Mohammedan.
6. Bedouins:
Wander from oasis to oasis.
Live in tents—ornamented with figures in gay color.
Rugs—sheep skins sewed together—special tent for cooking—swampy places chosen for camping.
Mode of eating—cloth put on sand—sit on cushions—eat with fingers—use wooden bowls—leather bags for drinking.

D. Religion.

Mohammedan—controlled by sheik or priest.

Mosques in large oases.

Arabs pray five times a day—kneel with face toward Mecca.

Mind broods over great mystery of existence, due to absent objects.

Loneliness causes singing, praising Allah—heart relieves itself by pouring love and sorrow into the air, relieves vast solitude, and stillness.

E. Traditions: connected with desert life.

1. Holy men fled to desert to pray—to forgot men—to live with God.

2. Moses hid in a rock while God passed by.

3. John the Baptist came forth as the voice of one crying in the wilderness.

4. Book of Job full of imagery of desert.

5. Abraham and Jacob lived like this in camel-hair tents.

Reference Book List

NOTE.—Study carefully entire Reference Book List, pp. 257-258, Essentials of Geography, Book I. Select books suitable to topic for study.

Merrill—The Industries of Man, *Pioneer Publishing Co.*

Winslow—Our American Neighbors, *D. C. Heath Co.*

Brooks—Stories of South America, *Johnson Publishing Co.*

Tarr and McMurtry—The Sahara.

Hyrst—Adventures of the Great Desert.

Allen—Children of the Palm Land.

Chamberland—The Continents and Their People.

North America.

South America.

Rochelean—Great American Industries.

Products of the Soil—*A. Flanagan Co.*

Buckbee—Europe and Its People—*American Book Co.*

Huntington—Civilization and Climate—*Yale University Press.*

Redway—All Around Asia—*Scribner Co.*

Attainments for Fifth Grade

At the end of the fifth grade children should have a knowledge of:

I. Countries of North America Other Than United States

A. Relation to North America.

1. General structure.

2. Climate.

3. Drainage.

B. Animal and vegetable life.

C. Chief occupations and industries.

D. Distribution of population—chief cities.

II. Other Continents

A. Important physical and political features.

1. South America.

(a) General structure, climate, drainage.

(b) Political divisions—chief cities.

(c) Chief occupations and industries.

(d) People—native and foreign inhabitants.

(e) Animal and vegetable life.

2. Europe and European countries.
3. Asia and Asiatic countries.
4. Africa and African countries.
5. Australia and Australian countries.

NOTE.—Same general information as for South America and South American countries.

GEOGRAPHY—SIXTH GRADE

Text: Essentials of Geography, Book II, pp. 1-199.

Supplementary Texts for Reference: Human Geography, Book II.

Purpose and Method

The work in sixth grade geography is devoted to a more detailed study of North America and the United States together with a special study of North Carolina. The studies are planned to show how industry and life are affected or controlled by geographic influences.

The work in this grade should begin with a further study of the use of maps and their symbols, tables, indices, pictures and other aids to geography study. This study should be continued until pupils acquire the ability to interpret and use these various aids intelligently.

A review of the position, size, surface and relief of North America should precede a study of climate and resources relating to industry and life. This should be followed by a similar, but a more detailed study of the United States. The approach to this study of the United States might be made through a special study of North Carolina geography or the study of North Carolina geography might be made a comparative study, using the pupils' general knowledge of United States geography as a background.

A brief review of the geographic facts and conditions which determine occupations and industries in other regions of the world, as studied in fifth grade geography, will give a good background for the intensive study of how industry and life are affected or controlled by geographic influences in North Carolina and in the United States. Time will not permit a worthwhile study of all the suggested topics. It is, therefore, suggested that the teacher select for intensive study the topics and illustrations which may best answer the purpose of geography teaching in the sixth grade: How industry and life are affected or controlled in North America, North Carolina, and in the United States by geographic influences.

SECTION I—NORTH AMERICA

SUGGESTED TOPICS

I. Size, Form and Position. Study from world map and globe.

A. Position—relative and absolute.

1. Relative to other continents.
2. Relative to zones, parallels, etc.

B. Form—relative and actual.

1. General form.
2. As outlined by indentations and prolongations.

C. Size—relative and actual.

1. As compared with other land masses.
2. As shown by actual measurements.

II. Surface and Relief. Study from relief map.**A. General divisions—regions.**

1. Highlands, lowlands, plateaus, plains.
2. Drainage basins.

III. Climate and Resources**A. Relating to industry.**

Agriculture, mining, manufacturing, lumbering, fishing.

B. Relating to customs and habits of people.

1. Political divisions—countries.
2. Social life, economic life, political life.

C. Relating to animal and vegetable life.**ILLUSTRATIONS****Problem I. Fishing—a Study of the Coast Line of North America**

NOTE.—Have pupils find from Index of Texts and from supplementary material all references to topics of problems. Notebooks should be made containing all information which the pupil has relative to the problem. This information should be arranged in order as the problem is worked out according to outlines.

A. Fishing in the Great Lakes.

1. Methods of fishing, kinds of fish.
2. Marketing.

B. Fishing in rivers.

1. Salmon fishing in Columbia River.
 - (a) Location of fisheries.
 - (b) Methods of catching, packing, drying, smoking, shipping.
2. Other river fishing.

C. Shore fishing.

1. Oyster fishing, clams, lobsters, and shrimps.
 - (a) Location—methods of raising oysters.
 - (b) Methods of catching and shipping.
2. Sponges.
 - (a) Location.
 - (b) Method of fishing.
 - (c) Use of sponge.

D. Deep sea fishing.

1. Cod, mackerel.
 - (a) Location and method of fishing.
 - (b) Method of curing and shipping.
2. Fishing ports.
 - (a) Fishing smacks.
 - (b) Fishermen's homes.

E. Seal fishing. (Adopted from Newport News Course of Study.)

1. Home of seals.
 - (a) Four islands—Pribilof, St. Paul, St. George, Otter.
 - (b) Islands deserted in winter—seals go to warmer Pacific in August.
 - (c) Return in spring—older ones precede younger ones which start in July.
2. Life of seals.
 - (a) Herd in vast crowds one-half year on land.
 - (b) Intelligent.
 - (c) Splendid eyesight—can sight a steamer afar.
 - (d) Crew detect noise of panicky seals before seeing them.
3. Process of obtaining skins.
 - (a) Hunters spring upon ice.
 - (b) Angry roar of mothers.
 - (c) Dangers—stormy weather, ice floes, raging winds.
 - (d) Animals selected, two to five years old—old seals' skin worthless.
 - (e) Driven to execution grounds—slow process—one-half mile per hour.
 - (f) Killed by stunning with staff six feet long with knobbed end.
4. Care of skins.
 - (a) Skin removed, salted, bound in bundles.
 - (b) Shipped to San Francisco, thence to London and other centers for tanning.
5. Process of tanning.
 - (a) Skins sorted as to size and quality.
 - (b) Cleaned, stretched, dyed.
 - (c) Sent to New York City and other centers for manufacturing into articles of clothing.
6. Rookeries.
 - (a) Extent—miles along seacoast densely packed.
 - (b) Conditions—air vibrates with dull roar of seals—bellow of warrior and high note of puppies.
 - (c) Constant activity—fighting, playing, swimming, rolling.
 - (d) Quarters for mothers and puppies, refuge for sick seals.
7. Puppies.
 - (a) Black—old seals dark grey.
 - (b) Playful—fan with flipper, dive, curl tail, curve nose.
 - (c) Taught to swim by mothers.

Problem II. Lumbering—a Study of Forest Areas of North America**A. Regions of lumbering.**

1. The Canadian.
2. The Pacific Northwest.
3. Maine and the Great Lakes Region.
4. The Appalachian Region.
5. The Gulf Coastal Plain.

NOTE.—Show that the method of lumbering in each section is dependent on climate and surface. Study: lumber camps and lumberjacks; transportation, milling and lumber centers of each region; effect of destruction of forests; problems of conservation and reforestation.

SECTION II—THE UNITED STATES

SUGGESTED TOPICS

I. Position and Size. Study political map of North America.

A. Relative to North America.

1. Compare with continent as a whole.
2. Compare with other countries of North America.

B. Relative to other world powers—Study political map of world.

1. Great Britain, France, Germany.
2. Japan, Russia, China.

II. Surface and Relief. Study relief map of United States.

A. General divisions—regions.

1. Atlantic Lowland.
2. Appalachian Mountains and Plateau.
3. The Great Lakes Region.
4. Mississippi Valley.
5. The Gulf Plains.
6. Rocky Mountains.
7. Columbia and Rocky Mountain Plateaus.
8. Great Basin.
9. Pacific Ranges and Valleys.

III. Climate and Resources

A. Relating to industry.

Agriculture, mining, manufacturing, lumbering, fishing.

B. Relating to commerce.

1. Trade and trade routes within the United States.
2. Trade with other countries.

C. Relating to customs and habits of people.

Social life, economic life, political life.

D. Relating to state groups.

New England, Middle Atlantic, South Atlantic, South Central, North Central, Plateau, Pacific.

IV. Political Divisions

A. States and state groups—capitals and chief cities.

Causes of groupings—climate, resources, relief, people.

B. Outlying possessions of the United States.

Study with reference to location and size; climate and resources; people and industries.

ILLUSTRATIONS

Problem I. Study of Fruit Growing Regions of the United States

NOTE.—Collect information, pictures, etc., and make notebook according to outline below.

A. Citrus fruits in sub-tropical regions.

1. Study an orange grove in Florida.

- (a) Trees—method of planting and cultivation.
- (b) Fruit—study from bloom to packing-house.
- (d) Where shipped.

2. Study other citrus fruits in Florida and California.
3. Note: soil, climate.
- B. Fruits used largely for drying.
 - Raisin grapes, prunes, apricots.
 - (a) Study method of cultivation, harvesting, marketing.
 - (b) Study location, climate, soils.
- C. Other fruits.
 1. Apples, pears, grapes of cooler climates.
 2. Peaches—sections where peach-growing is an industry.
 - Note: Study with reference to location, climate, method of planting, harvesting and shipping.
 - Note: Study peach orchards in North Carolina.

Problem II. Cotton Growing. Make notebook as for "Fruit Growing" above.

- A. Process of growing, picking, marketing.
 1. Adaptability of climate and soil.
 2. Life on plantation where cotton is grown.
- B. Process of manufacture.
 1. Spinning into thread.
 2. Weaving into cloth.
 - Note: Illustrate by visit to mills when possible.
- C. Marketing cloth.
 1. Domestic markets—class of manufactures.
 2. Foreign markets—class of manufactures.
- D. Other products of cotton.
 1. Cottonseed oil—used as food for man.
 2. Cottonseed cake—used for food for animals.
 3. Hulls—used as food substitutes for hay.
 4. Linters—used in making twine, rope, upholstery, etc.

Problem III. Corn growing. Collect material and make notebook, following order of outline below.

- A. Methods of cultivation and use.
 1. The Indians and their crude methods.
 - (a) Squaws cultivated small areas with sticks for tools.
 - (b) Squaws gathered corn and stored it away in baskets.
 - (c) Prepared corn for food by parching, toasting, or pounding into meal and making corn cakes.
 2. Methods of early settlers—along Atlantic Coast.
 - (a) At first by hand with simple tools.
 - (b) Later larger fields cultivated by plows.
 - (c) Chief food for man and beast.
 3. Corn growing chief support of frontier settlers.
 - (a) Food easily produced from rich soil of river valleys.
 - (b) Cause of settlement of prairie region.
 - (c) Made stock-raising profitable.

4. Increase of corn production.

(a) Labor-saving machinery.

(b) New uses for corn and its by-products.

B. By-products of corn.

1. Oil—used for food and lubrication.

2. Cobs—used for pipes, fuel, etc.

3. Husks—mattings and mattresses.

4. Leaves, husks and stalks—paper making.

Additional Problems:

IV. How has corn contributed to growth and expansion of settlement of United States?

V. What is the most important industry in the United States? Why?

VI. What is the most profitable industry in the United States? Why?

SECTION III—NORTH CAROLINA

SUGGESTED TOPICS

A. History

1. Explorations and early settlements.

2. Colonial expansion and growth.

3. Agricultural growth.

4. Industrial growth.

B. Position

1. With reference to the United States.

2. Immediate bounds.

C. Size and Shape

1. General shape.

2. Miles east to west.

3. Miles north to south—east, central, west.

4. Miles coast line.

D. Relief and Drainage

1. Mountain region.

(a) Mountains and mountain ranges.

(b) Valleys, gaps, tablelands, etc.

(c) Springs, creeks, rivers, falls, etc.

2. Piedmont section.

(a) Hills, valleys, etc.

(b) Rivers, water-power, etc.

3. Coast section.

(a) Lowlands, sandy bottoms, beach, etc.

(b) Rivers, sounds, swamps, lakes, marshes, etc.

NOTE.—B, C, and D should be studied with constant reference to all available maps of North Carolina in geography and from other sources.

E. Climate

Temperature, rainfall, snow, frost, etc.

- (a) Mountain section.
- (b) Piedmont section.
- (c) Coast section.

F. Soils

1. Mountain section.
2. Piedmont section.
3. Coast section.

G. Vegetation—Where and Why?

1. Gardening and truck raising.
2. Forests and lumber industries.
3. Fruit growing.
4. Tobacco and cotton growing.
5. Corn and small grain growing.
6. Other agricultural projects.

H. Animal Life

Stock raising.

- (a) Cattle, horses, and sheep.
- (b) Swine.
- (c) Poultry.
- (d) Sea food and game.

I. Minerals

1. Granite and clay.
2. Mica.
3. Corundum.
4. Gems and precious stones.
5. Other minerals.

J. Manufacturing

1. Kinds of factories.
 - (a) Cotton and woolen yarns and fabrics.
 - (b) Furniture and other articles of wood.
 - (c) Tobacco.
 - (d) Pulp, acid, etc.
2. Why factories in North Carolina?
 - (a) Water-power.
 - (b) Climate.
 - (c) Raw material.
 - (d) Labor.
3. Manufacturing centers.

Locate and discuss with reference to reasons for factories being located at each center.

K. Chief Trade Routes

1. State highways.
 - (a) How built and maintained.
 - (b) Other roads.

2. Railroads.
 - (a) Main lines.
 - (b) Branch lines.
3. Electric roads.
4. Waterways.
 - (a) Boat lines.
 - (b) River barges, etc.

L. Population—Total

1. Rural—country and towns below 3,000.
Compare with total.
2. Urban—cities and towns above 3,000.
Name and locate twenty towns over 5,000.

M. Government

1. State officers.
 - (a) Legislative.
 - (b) Judicial.
 - (c) Executive.
2. County officers.
Compare with State.

N. Education

1. State.
 - (a) Department of Education.
 - (b) Institutions.
2. County.
 - (a) Department of Education.
 - (b) Institutions.

PROBLEM: Can North Carolina produce a sufficient amount of fruits and vegetables for her own use every month in the year?

NOTE.—North Carolina is primarily an agricultural State. It is now being recognized that general prosperity in the State is largely depending upon agricultural prosperity. Since few states have the natural advantages of climate, soil, and season, and the economic advantages of transportation facilities, and close proximity to markets that North Carolina enjoys for the development of fruit and trucking industries, Horticulture is given as an *illustration*.

ILLUSTRATIONS

A. Horticulture (Fruit and Truck Growing)

References:

1. "North Carolina: A Land of Horticultural Opportunity." A copy of this bulletin can be secured on request from the Agricultural Editor, N. C. Department of Agriculture, Raleigh, N. C.
2. State Horticulturist, Raleigh, N. C.

I. Coastal Plain Section

NOTE.—Extensive trucking region because of season, soil and location.

A. Geography.

1. Location.
2. Extent.
3. Elevation.
4. Soil.
5. Climate.
6. Season.

B. Crops.

1. Irish potatoes.
 - (a) Season.
 - (b) Amount of crop.
 - (c) Principal shipping points.
 - (d) Varieties grown.

Treat the following as indicated for Irish potatoes:

2. Sweet potatoes.
3. Strawberries.
4. Lettuce.
5. Cucumbers.
6. Cantaloupes.
7. Watermelons.
8. Grapes.

II. Sand-hill Section

NOTE.—Extensive fruit growing region because of topography, soil, season, climate and location.

A. Geography.

1. Location.
2. Extent.
3. Elevation.
4. Soil.
5. Climate.
6. Season.
7. Topography.

B. Crops.

1. Peaches.
 - (a) Season.
 - (b) Amount of crop.
 - (c) Principal shipping points.
 - (d) Varieties grown.

Treat the following as indicated for peaches:

2. Dewberries.
3. Grapes.
4. Watermelons.
5. Cantaloupes.
6. Sweet potatoes.

III. Piedmont Section

NOTE.—While the Piedmont Section has both economic and natural advantages for the development of many horticultural industries, few extensive industries have been fostered.

A. Geography.

1. Location.
2. Extent.
3. Elevation.
4. Soil.
5. Climate.
6. Season.
7. Topography.

B. Crops.**Apples.**

- (a) Season.
- (b) Amount of crop.
- (c) Principal shipping points.
- (d) Varieties grown.

IV. Mountain Section

NOTE.—The Mountain Section is one of the best undeveloped apple regions in the whole United States, because of its advantages of soil, elevation and season. It is particularly well suited to the development of certain horticultural industries.

A. Geography.

1. Location.
2. Extent.
3. Elevation.
4. Soil.
5. Climate.
6. Season.

B. Crops.**1. Apples.**

- (a) Season.
- (b) Amount of crop.
- (c) Principal shipping points.
- (d) Varieties grown.

Treat the following as indicated for apples:

2. Cabbage.
3. Late Irish potatoes.
4. Seed Irish potatoes.
5. Summer truck.

PROBLEMS:

1. Which section of North Carolina has more possibilities for profitable fruit growing? Why?
2. Which section is best suited to vegetable growing?
3. Which is the most desirable section in which to live?
4. Which section has greatest natural advantages?
5. What factors are contributing most progress in North Carolina?

Reference Book List

It is suggested that "A Short List of Useful References" in Book I, pp. 257-258, and "Books for Reference Reading," p. 411, Book II, Essentials of Geography, be used for selecting suitable material in working out illustrations, type studies, or problems selected for study. The following reference books are also suggested:

McMurry—Type Studies from United States Geography, *Macmillan Co.*

McMurry—Larger Types of American Geography, *Macmillan Co.*

Smith—Teaching Geography by Problems, *Doubleday Page & Co.*

Attainments for Sixth Grade

When pupils have finished the sixth grade geography study they should know facts relative to the following outline:

I. North America

- A. Size, form, position.
- B. Surface and relief.
General divisions—regions.
- C. Climate and resources.
Related to industry and life.
- D. Political divisions and chief commercial centers

II. The United States

- A. Position and size.
 - 1. Relative to North America.
 - 2. Relative to other world powers.
- B. Surface and relief.
 - 1. General divisions—regions.
 - 2. Chief river systems and mountain systems.
- C. Climate and resources.
 - 1. Relating to industry and commerce.
 - 2. Relating to people and states and state groups.
- D. Political divisions.
 - 1. State and state groups.
 - 2. Outlying possessions of the United States.
 - 3. Capital cities, other important cities—why?

III. North Carolina

- A. History of settlement, expansion and growth.
- B. Position, size, shape.
- C. Relief and drainage.
- D. Soils and vegetation.
- E. Animal life and stock-raising.
- F. Minerals and mining.
- G. Manufacturing and manufactures.
- H. Chief resources, industries, products.
- I. Chief trade routes.
 - 1. State highways.
 - 2. Railroads.
 - 3. Electric roads.
 - 4. Waterways.
- J. Population.
- K. Government.
- L. Education.

GEOGRAPHY—SEVENTH GRADE

Text: Essentials of Geography, Book II (text completed).

Supplementary Text: Human Geography, Book II.

Purpose and Method

Pupils in the seventh grade should from geography study gain such knowledge of the continents as will enable them to study any part of a continent in detail, or to study one continent in relation to the others. The mass of facts that might be taught is so great that a wise selection, based upon relative values, must be made in order to insure the best possible results.

The first weeks of the seventh grade are given to a review of North Carolina and the United States, and a study of other countries of North America. Geographic conditions that have been determining factors in the prosperity of North Carolina and of the United States should be considered. This should be followed by a study of the other countries of North America, and by a study of some of the important countries of the other continents. Resources, products, and related geographic facts should be studied in a way to show the interdependence of sections, countries and nations. In this connection should be studied the surplus products and needed materials of each section and the necessity for trade and transportation between neighboring sections, as well as that relating to foreign countries. Seventh grade geography should result in pupils realizing the fact that all sections and countries are interdependent.

SECTION I—REVIEW OF NORTH CAROLINA**SUGGESTED TOPICS****I. Geographic Conditions Affecting Agriculture**

A. Surface—construct surface map of North Carolina.

B. Soil—largely determines agricultural prosperity.

Aids in conserving soil.

(a) Fertilizing, draining, cultivating, rotating crops.

(b) Contour plowing on slopes, sodding mountain sides.

PROBLEM: What agents enter into soil formation?

C. Climate.

Depending on:

Latitude, altitude, prevailing winds, proximity to sea.

PROBLEM: Study reasons for Pinehurst, Asheville, and other resort towns.

D. Farm products.

Grains, forage crops, garden crops, dairy products, orchard crops, stock raising.

E. Surplus products and needed products.

F. Means of transportation.

1. Country roads and State highways.

2. Rivers and other waterways.

3. Electric lines and railways.

PROBLEM: Which means of transportation contribute most to progress in North Carolina?

II. Geographic Conditions Contributing to Manufacturing**A. Raw materials.**

Cotton, tobacco, lumber, granite, clay, mica, fish products.

B. Water-power.**C. Labor supply.****D. Transportation and market facilities.****E. Surplus products and needed products.****ILLUSTRATIONS****1. Coastal Plain Section.****(a) Surplus products.****(1) Irish potatoes.**

a. Amount of crop.

b. Season shipped.

c. Varieties.

Treat the following as Irish potatoes:

(2) Sweet potatoes.

(3) Strawberries.

(4) Watermelons.

(5) Cantaloupes.

(6) Cucumbers.

(7) Early truck.

(8) Grapes.

(9) Pecans.

(b) Needed products.**(1) Irish potatoes.**

a. Season.

b. Source of supply.

Treat the following as Irish potatoes:

(2) Peaches.

(3) Apples.

(4) Grapes.

(5) Pears.

(6) Celery.

(7) Lettuce.

(8) Cabbage.

(9) Canned fruits and vegetables.

PROBLEM: Developing home products.

(c) Sand Hill Section.

Surplus products.

2. Sand Hill Section.**(a) Surplus products.****(1) Peaches.**

a. Amount of crop.

b. Season shipped.

c. Varieties.

Treat the following as peaches:

- (2) Dewberries.
- (3) Grapes.
- (4) Sweet potatoes.
- (5) Watermelons.
- (6) Cantaloupes.

(b) Needed products.

- (1) Irish potatoes.
 - a. Season.
 - b. Source of supply.

Treat the following as Irish potatoes:

- (2) Apples.
- (4) Lettuce.
- (5) Cabbage.
- (6) Pears.
- (7) Canned fruits and vegetables.

3. Piedmont Section.

(a) Surplus products.

- (1) Sweet potatoes.
 - a. Amount of crop.
 - b. Season shipped.
 - c. Varieties.

Treat the following as sweet potatoes:

- (2) Apples.

(b) Needed products.

- (1) Irish potatoes.
 - a. Season.
 - b. Sources of supply.

Treat the following as Irish potatoes:

- (2) Sweet potatoes.
- (3) Apples.
- (4) Peaches.
- (5) Celery.
- (6) Lettuce.
- (7) Cabbage.
- (8) Pears.
- (9) Canned fruits and vegetables.

4. Mountain Section.

(a) Surplus products.

- (1) Apples.
 - a. Amount of crop.
 - b. Season shipped.
 - c. Varieties.

Treat the following as apples:

- (2) Irish potatoes.
- (3) Irish potato seed.
- (4) Cabbage.
- (5) Late summer truck.
- (6) Grapes.

(b) Needed products.

(1) Apples.

a. Season.

b. Source of supply.

Treat the following as apples:

- (2) Peaches.
- (3) Pears.
- (4) Sweet potatoes.
- (5) Irish potatoes.
- (6) Celery.
- (7) Lettuce.
- (8) Strawberries.
- (9) Cantaloupes.
- (10) Watermelons.
- (11) Canned fruits and vegetables.

NOTE.—Some sections having a surplus of a commodity at certain times of the year may have deficiencies in this particular crop because of season, kind, and nature of crop on one hand, and because of lack of distribution of the crop over place and time on the other. For this reason a certain section may have a surplus of a particular commodity during part of the year, but during another part be a heavy importer.

PROBLEM: Can North Carolina supply her own "needed products" listed in each section above.

SECTION II—REVIEW OF UNITED STATES

I. Regions and Suggested Topics

- A. Atlantic Lowland—trucking, fruit growing, manufacturing.
- B. Appalachian—coal, lumber, resorts.
- C. Great Lakes—grain, milling, iron or steel.
- D. Mississippi Valley—corn or stock-raising, wheat.
- E. Gulf Plains—cotton, sugar.
- F. Rocky Mountains—sheep, mining, parks.
- G. Columbia and Rocky Mountain Plateau—irrigation.
- H. Great Basin—dry farming, truck.

NOTE.—Teachers should select problems that best bring out the region, and cover as many of these problems as possible in the time available. Surplus products and needed materials in each region, together with means of trade and transportation, should be stressed in these studies.

SECTION III—OUTLYING POSSESSIONS OF THE UNITED STATES

I. Trade and Transportation

- A. Alaska, Panama Canal Zone, Porto Rico, Hawaiian Islands, The Philippine Islands, Guam, Samoa.

PROBLEM 1: Study exports of each and also needed materials of each country.

PROBLEM 2: Study transportation and trade routes of each country.

PROBLEM 3: Give reasons for dependence of each country.

SECTION IV—OTHER COUNTRIES OF NORTH AMERICA

I. Commerce and Transportation

- A. Canada, New Foundland, Greenland.
 - 1. Exports and needed materials of each.
 - 2. Countries with which each trades.
 - 3. Means of transportation and trade routes.
- B. Mexico, Central America, the West Indies.

NOTE.—Develop as “A” above.

SECTION V—EUROPE

I. The British Isles

- A. Physical—position, coastline, climate, surface.

PROBLEMS:

- 1. Smallness of country compared to extent of colonies.
- 2. Reasons for industrial growth.
- 3. Reasons for commercial growth.
- 4. Reasons for growth of London, Liverpool, Edinboro, and other important centers.

- B. British Colonies.

- 1. Location and extent.
- 2. Industrial and political relation to British Isles.

II. Belgium and Netherlands

- A. Population—dense, self-reliant, thrifty.

PROBLEM: How these small countries support dense population.

- B. Belgium gateway to interior Europe.
- C. Colonies and commerce of Netherlands.

III. Norway, Sweden, Denmark, Iceland

- A. Surface, climate, coastline.
- B. Study causes of leading industries of each country.
- C. Study people of each country.

IV. Germany

PROBLEM: How did geographic influences aid or hinder Germany in World War?

- A. Position with reference to other European countries.
 - Advantages of location.
- B. Distribution of population.
 - 1. Chief cities and reasons for their location.
 - 2. Trade routes and trade products.
- C. Location and extent of colonies.

V. France

- A. Advantages of location, climate, soil.
- B. Reasons for France being agricultural.
 - 1. Small farms, worked by owners, agricultural education.
 - 2. Character of people.

C. Commerce and manufacturing.

Water-power, raw materials, transportation.

VI. Other Countries of Europe

- A. Study from standpoint of location, climate, resources, distribution of population, industries, people.

SECTION VI—ASIA

I. Physical Asia

- A. Study position, shape, surface, drainage, climate.

NOTE.—Seventh grade pupils should be able to decide all of the above topics from map reading.

- B. Vegetation, animals, people.

NOTE.—See maps of distribution of vegetation, animal regions, and the races of man.

II. India—Position, Surface, Outline, Drainage, Climate

- A. Agriculture and products of the soil.
B. Religions and government.
C. Trade and trade routes.
D. Animals.

III. Tibet—Position, Surface, Climate, Drainage

- A. Isolation—customs and manners of people.

IV. China—Physical Features, Size, Location

- A. Products and industries.
B. Trade and transportation.
C. Customs and habits of people.
 1. Religion.
 2. Boats and boat people.
D. Cities, great wall.

V. Siberia—Note Extent of Bounds

- A. Compare with Canada and the United States as to climate, surface, soil, people.
B. Natural resources.
C. Probable industrial future of Siberia.

ILLUSTRATIONS

A. The people of Central Asia.

1. Compare use of semi-arid plains by people of United States and Argentine with use by people of Central Asia.
2. Occupations of Khirgis men.
 (a) How they care for their animals.
3. Occupations of women.
 (a) Kind of homes—why? Furniture, clothing.
4. Food—meat, sour milk, butter, cheese.
5. Trade—articles of trade and scope of trade.
6. Government, education, religion.

VI. Japan—Physical Geography, Position, Size

- A. Customs of people—religion, mode of living.
- B. Products and industries.
- C. Trade and trade routes.
- D. Advantages of location.
- E. Trade with United States.

SECTION VII—AUSTRALIA**I. Compare With Other Countries With Reference to:**

- A. Size, location, shape.
- B. Climate, surface, drainage.
- C. Vegetation and animals.

II. People

- A. Native and present inhabitants.
- B. Distribution of population.

III. Industries

- A. Wheat raising, sheep raising, gold mining, pearl fishing.
- B. Trade and commerce.
 - 1. Government owned railroads.
 - 2. Ports and trade routes.

SECTION VIII—AFRICA**I. Position, Shape, Surface, Drainage, Climate**

NOTE.—Study above topics by means of maps.

II. Vegetation, Animals, People

NOTE.—Study from maps of distribution of vegetation, of animal regions, of races of man.

III. North Africa—Egypt and the Nile

- A. Climate and soil.
 - 1. Influence of Nile River—irrigation.
- B. Industries and products.
- C. Inhabitants and government.
- D. Cities, history—ruins left.
- E. Compare with desert regions of United States.

IV. Central Africa—Sudan and Kongo Sections

- A. Study climate, people, animals, products.
- B. Study Kongo River—source, length, volume, fall, cataracts, commercial importance.
- C. Study elephant: home, how hunted, value of tusks, age of elephant, use of ivory, substitutes for ivory.

V. South Africa—Climate, Surface

- A. Products of soil, stock raising, ostrich farms.
- B. Diamond mines, gold mines.
- C. History—conquest of Dutch by British, cause of Boer War.

SECTION IX—SOUTH AMERICA

I. Position, Shape, Surface, Outline, Drainage, Climate

All this information may be gained by intelligent map reading.

II. Industries of South America

ILLUSTRATIONS

- A. A coffee plantation in Brazil—climate conditions, red soil, the plantation, cultivating the plant, picking the berries, extracting seeds, drying, sorting, packing, shipping—markets.
- B. A rubber plantation—necessary soil, rubber tree, tapping, curing sap, plantation rubber, wild rubber, uses of rubber—marketing and markets.
- C. Cattle raising in Argentine.
Compare with cattle raising in United States and in Central Asia.
- D. Other industries.

III. Possibilities of Trade With United States

- A. Surplus products of South America needed in United States.
- B. Surplus products of United States needed in South America.
- C. Present trade routes between United States and South America.
- D. Possible trade routes between South America and United States.

Reference Book List

It is suggested that "A Short List of Useful References" in Book I, pp. 257-258, and "Books for Reference Reading," p. 411, Book II, Essentials of Geography, be used for selecting suitable material in working out illustrations, type studies, or problems selected for study. The following reference books are also suggested:

McMurry—Type Studies from United States Geography, *Macmillan Co.*

McMurry—Larger Types of American Geography, *Macmillan Co.*

Smith—Teaching Geography by Problems, *Doubleday Page & Co.*

Attainments for the Seventh Grade

When pupils have finished seventh grade geography study they should know the facts relative to the following outline:

I. Continents Other Than North America

- A. Position.
 - 1. Relative.
 - 2. Absolute.
- B. Form.
 - 1. Relative.
 - 2. Actual.
 - (a) As shown by map.
 - (b) Indentations.
 - (c) Prolongation.
 - 3. Continental shelf.

- C. Size.
 - 1. Relative—compared with other continents.
 - 2. Actual—use maps noting scale and actual measurements.
- D. Relief.
 - 1. Highlands.
 - Position, extent, character.
 - 2. Relation of highlands to drainage.
 - 3. Lowlands.
 - Position, extent, character.
- E. Climate.
 - 1. Temperature.
 - Latitude, altitude.
 - 2. Winds and rainfall.
 - (a) Prevailing winds.
 - (b) Influence of highlands.
 - (c) Location of rainless areas.
- F. Drainage.
 - 1. Chief rivers.
 - 2. Lakes—fresh or salt.
- G. Zones of vegetation as dependent upon:
 - Temperature, rainfall.
- H. Animal life.
- I. Mineral resources.
- J. Development of trade routes.
 - 1. Natural conditions.
 - 2. Commodities to be shipped.
- K. Distribution of population in relation to:
 - 1. Resources and occupations.
 - 2. Commercial centers.
 - 3. Manufacturing centers.
 - 4. Government centers.
- L. Political divisions.
- M. Government.

ELEMENTARY SCIENCE

Text: *Studies in Elementary Science*, Patterson—Row, Peterson & Co.

Supplementary Text: *First Year's Course in Elementary Agriculture*—State Department of Education.

Elementary Science in the first five grades may be taught largely in connection with geography in those grades. The teacher should study the Table of Contents in *Studies in Science* for the purpose of selecting topics which may be used in connection with geography in the first five grades as well as in the sixth and seventh. The average sixth grade child in the country schools of North Carolina already has first-hand knowledge of the projects suggested for science teaching in his grade. It, therefore, remains for the teacher to select for study those topics particularly suited to the pupils' needs. Care should also be used in selecting seasonal topics.

The subjects in the text, "*Studies in Science*," are so grouped as to leave no doubt in the mind of teacher or pupil as to the amount or kind of work to be completed in a grade. The first part of the book is intended for work in the seventh grade; however, it is suggested that certain parts of the book be used in connection with the study of North Carolina geography in the sixth grade.

The Manual, *First Year's Course in Elementary Agriculture*, is so well outlined that no course of study could do more than to call attention to its practical use in connection with "*Studies in Science*." From "*Studies in Science*" the year's work should be planned, and it should be supplemented by suitable lessons from this Manual, which will be furnished free upon application to the County Superintendent of Public Instruction. It is suggested that the topics as outlined in *Elementary Science* be incorporated as far as possible in the study of sixth and seventh grade geography. This may be done with good results in the study of North Carolina geography in the sixth grade and in the seventh grade review of the same subject.

STUDIES IN ELEMENTARY SCIENCE—TOPICS FROM TABLE OF CONTENTS

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| Chapter | X—Garden Studies and Home Projects..... | 139 |
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PART TWO

NOTE.—Although Part Two is intended for eighth grade study, it is listed here in order that the teacher may use topics if they are needed.

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Winter Studies

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| Chapter | XXVII—Landscape Gardening | 451 |

From the above outline the teacher should select only a few big topics for intensive study. Select topics according to season and industries and needs of community. Develop each topic selected just as it is developed in chapter devoted to it in text. Supplement the information in text with other material from supplementary text and other sources.

"Meat Production" is recognized as a topic of vital importance in the development of North Carolina as an agricultural State. For this reason it is suggested that much of the time set apart for the study of *Agriculture* be devoted to an intensive study of this big topic. An exhaustive treatment of this topic is available in a bulletin prepared by W. W. Shay of the Agricultural Extension Service, State College, and the State Department of Agriculture. This bulletin is published and furnished free of charge by the State Department of Education. The topic "Meat Production" is presented in this bulletin in full in order that teacher and pupils may have in hand all the information necessary to make boys and girls acquainted with the possibilities and needs for meat production in North Carolina today. For this study the following problems are suggested. (Relate these problems to chapters XVII and XXV in text.)

Problem I. The most profitable farming has live stock production as an important factor. Why?

Problem II. North Carolina needs more meat. How may this need be supplied most effectively and economically?

Problem III. The average price of hogs is highest in September. Why?

Problem IV. Is it probable that North Carolina could equal Iowa as a pork producing State? Reasons.

Problem V. Has the center of pork production any real relation to the center of population in the United States?

HEALTH EDUCATION

"THE BEST WAY TO EXPLAIN IT IS TO DO IT."—*Alice in Wonderland.*

The course is outlined under the following heads:

- A Health Program for a School.
- The Health Point of View.
- Health Education in the Primary Grades.
- Health Education in the Grammar Grades.
- Daily Inspection, Health Clubs, and Health Projects.
- Survey of Health Conditions and Follow-up Work.
- School Lunches.
- Hygiene of the School Program.
- Healthful Schools.
- Scoring Your School.

Section I—A Health Program for a School

If we fulfill our obligations to the child, to the home, and the community, our health program for the school will include:

I. Survey of the Health Condition of the Children and the School

A. CHILDREN.

1. Physical defects.
2. Condition of teeth.
3. General physical condition.
4. Measuring and weighing.

B. SCHOOL BUILDING AND GROUNDS.

1. Construction and equipment of school buildings.
2. Heating, ventilation, lighting, adjustment of furniture, color of walls, etc., cleaning and care.
3. Water supply and drinking facilities.
4. Toilet facilities.
5. Playgrounds.

II. Follow-up Work—In Co-operation With the Parents and the Home

A. CHILDREN.

1. Remedial treatment of physical defects.
2. Attention to teeth.
3. Improving general physical condition.
4. Measuring and weighing regularly.

B. SCHOOL BUILDING AND GROUNDS.

1. Making school building and equipment healthful.
2. Providing—
 - a. Adequate supply of pure drinking water and sanitary drinking facilities.
 - b. Adequate and sanitary toilet facilities.
 - c. Adequate, clean and attractive schoolgrounds.

III. School Lunches

For nutritional and educational purposes.

IV. Health Training and Instruction

Health ideals, health habits, daily inspection.

Health knowledge and instruction in healthy living in the home, the school, the community.

V. Physical Training

Systematic course in physical education throughout the school.

VI. Observance of the Rules of Hygiene in the School, Including the Hygiene of Instruction**VII. Making Health Teaching as Important as Any Other Subject in the Curriculum, and Giving Credit for the Same on the Monthly School Report**

The carrying out of such a program first of all calls for earnest interested teachers desirous of doing their best for the welfare of their pupils. It means the linking together of the home, the school and the community and the uniting of all agencies—teachers, school authorities, parents, physicians, dentists, nurses, public health officials and parent-teacher associations—in their efforts to promote the health of the child, to train him in health habits, and to give him knowledge and ideals which will result not only in personal healthy living but a readiness to render service in behalf of the health of others.

Section II—The Health Point of View**AIM**

The aim of health training and instruction is to conserve and promote the health of the child—to *assure healthful living*—by

1. The formation and practice of habits essential to health.
2. The development of health conduct and care in the home, the school and the community.
3. The acquisition of knowledge necessary to health.
4. The development of right attitudes and ideals with regard to the value of health to society as well as to self, with a sense of responsibility for personal health and welfare as well as for that of others.

To accomplish this aim, teachers will first make a survey of the health condition of the children and the school, and then use every means and agency at hand to conserve and promote the health of their pupils.

INDIVIDUAL NEEDS

Teachers should remember that the health training and instruction most valuable for any boy or girl depends on the needs of the individual and should be applicable to his living conditions. This principle should be the core of the health work through all grades.

PART OF HOME AND COMMUNITY LIFE

We have all come to recognize that health work in the schools cannot be fully effective unless it is an integral part of the life of the home and the community and the forces in both which contribute to the education of the child—the parents, physicians, dentists, nurses, and all other agencies must coöperate with the school. The parent-teacher association, community clubs, the Red Cross, and the newspaper may all be used to enlist the interest of the parents and community. Scales for schools, milk for lunches and for undernourished children and medical attention for poorer children are provided in many places through these organizations.

IMPORTANCE

Health teaching should be as important as any other subject in the school curriculum. In grading the children the fundamental importance of the health habits necessitates these being marked as well as the knowledge of hygiene. Consider the inconsistency of marking a child on knowledge about the teeth and their care, and not giving any mark for keeping the teeth clean, the thing of greatest importance!

TRAINING IN HEALTH HABITS

The real goal of health teaching is health habits, for the right kind of behavior tending to conserve and improve health is of first importance. Just as the real test of a person's ability in arithmetic is the actual doing of examples and problems, so the final test of health teaching is a test of the habits formed. From the first grade through the seventh, emphasis should be placed on the inculcation of right health habits. The health essentials in which children should be continuously trained have to do with the following things:

1. Eating three warm, wholesome meals regularly each day, with no candy or sweets between meals. Sitting down to eat, chewing food thoroughly, eating slowly.
2. *Every day* eating some fruit and two or three vegetables, including one green or leafy vegetable. At *every meal* eating some grain bread or cereals.
3. Drinking *at least* one pint of milk each day, but no tea or coffee or coca-cola.
4. Drinking at least four glasses of water every day.
5. Sleeping the number of hours indicated below, well covered, with the bedroom windows opened wide.

*Children 5 to 6 should sleep 13 hours each night.

Children 6 to 8 should sleep 12 hours each night.

Children 8 to 10 should sleep 11½ hours each night.

Children 10 to 12 should sleep 11 hours each night.

Children 12 to 14 should sleep 10½ hours each night.

*Dr. Thomas Wood, Chairman of the Committee on Health Problems, of the National Council of Education.

6. All children should have *at least* two hours of play in the fresh air daily. Children in the elementary grades need much more. When the weather does not permit going out of doors, they should play indoors with the windows open.
7. A natural bowel movement every day (in the morning preferably).
8. Brushing the teeth twice a day, especially before going to bed.
9. A full bath at least twice a week.
10. Washing the hands before eating and after going to the toilet.
11. Always carrying a handkerchief and being careful to protect other people by holding it over the mouth and the nose and bowing the head when coughing or sneezing.

HABIT FORMATION

In order to establish health habits they must be practiced until they become automatic. In health training the law of habit formation should be kept in mind. Interest is needed to arouse the will, the act must be performed, interest must be sustained, and the act must be repeated as often as necessary to become habitual. Repetition with interest is the essence of the law.

MOTIVES

Children should be led to form correct habits because such habits will make them stronger, better looking, more polite, better able to work and play and better able to help others. Competition, the spirit of pride, interest in the heroic and dramatization (including the writing of little plays) are interests which may be utilized.

PRACTICAL APPLICATION

In so far as possible, every opportunity should be given to put health instruction into practice, so that the lesson may be lived in the schoolroom. Let us remember that the most valuable health influence is the positive one of a schoolroom in which the laws of hygiene and sanitation are practiced daily, under the guidance of a teacher whose personal example and attitude are an inspiration.

PHYSICAL TRAINING

The course in physical training is a powerful factor in health work. Encourage and definitely plan for physical exercise and play in every grade. Vigorous, happy physical activity is a necessity for health. It develops strong muscles, good lungs, a keen appetite, good digestion, stimulates mental alertness, and becomes an incentive for carrying out health habits and rules. As a form of play, it brings joy and happiness into life. Nothing can take the place of play and games in the open air. The State Department of Education has issued a bulletin on physical education which is a practical guide for the teacher. This course should be a part of the daily school life of every child.

CO-OPERATION WITH STATE BOARD OF HEALTH

1. Medical Inspection of Schools—through which is conducted the dental work and work of nurses.

This service may be obtained quicker and more satisfactorily by making direct application to the State Board of Health.

2. Bulletins.

The State Board of Health has available for distribution without charge special literature on many subjects. Ask for any that you may be interested in. A few are:

| | |
|--------------------------------|--------------------|
| Disease Pamphlets and Placards | Eyes |
| Water Supplies | Teeth |
| Flies | Adenoids |
| Sanitary Privies | Medical Inspection |

The Health Bulletin is sent monthly to all persons in the State who care to receive it.

OTHER AGENCIES

Let advantage be taken of the generously offered help of the Federal Bureau of Education; The American Child Health Association, 370 Seventh Avenue, New York; and the National Tuberculosis Association, The Modern Health Crusade (same address), through the valuable pamphlets and attractive material furnished free or at slight cost.

Section III—Health Education in the First, Second and Third Grades

The course for the primary grades has been given in one outline. The health work in each of these grades centers around the building up of the fundamental personal health habits and the means suggested to accomplish this is the same in all three grades. After the survey of the health condition of the children, the teacher will adjust the course to the needs, interests and ability of her grade. Let the teacher feel free to place the emphasis on that phase of the work which local conditions make most urgent, and at all times to use her initiative in strengthening the health work as she brings the gospel of happy, robust health into the hearts and daily lives of the little children in her care.

This is the time in the child's life for making impressions and fixing habits. In order for health activities and interests to lay hold of the life of a little child, they must become a part of his world, where fancy, imagination and action predominate. With little children we call the work "playing the health game," and health habits are the "rules of the game." Through various activities, stories, rhymes and songs, the different phases of the work become of vital importance to him.

The time given to health work will vary with the kinds of homes the children come from and their previous training. From five to ten minutes daily are usually necessary for inspection and health teaching. The work

would require about thirty minutes a week in each grade. In many schools the course is systematically linked with the opening exercises and morning conversations.

AIM

The formation of health habits.

MEANS FOR BUILDING UP HEALTH HABITS

There are at hand certain means for health work which the teacher uses in her efforts to build up the right health habits. Her understanding and application of these means to the needs of her pupils mark her interests and efficiency in health work.

I. A Survey of the Health Conditions of the Children, the School and the Grounds

A survey of the health condition of the children and their school environment is the first step in the health work of any school or schoolroom. This gives the teacher the necessary information regarding each child and his surroundings. On it she builds her health work, placing the emphasis where weaknesses are revealed and using every available means to meet the physical needs of the children and to give them a sanitary school "home" with adequate playgrounds.

The plans, agencies and teacher's part in making this survey are given in Sections VI, VIII and IX of this outline.

II. Follow-up Work—In Co-operation With the Parents and All Other Agencies

A. CHILDREN.

1. Remedial treatment of physical defects.
2. Attention to teeth.
3. Improving general physical condition.
4. Measuring and weighing regularly.

B. SCHOOL BUILDINGS AND GROUNDS.

1. Making school building and equipment healthful.
2. Providing—
 - a. Adequate supply of pure water and sanitary drinking facilities.
 - b. Adequate and sanitary toilet facilities.
 - c. Adequate, clean and attractive school grounds.

The plans, tables and necessary information for carrying on the "follow-up work" are given in Sections VI, VIII and IX of this outline.

III. School Lunches

These are given for nutritional and educational purposes.

The plans for these are given in Section VII of this outline.

IV. Teaching Health Habits

1. Daily inspection.
2. Practical health information.
3. Demonstration lessons.

V. Systematic Course in Physical Training

The work in physical training is a powerful factor in health work. Physical exercises and play should be a part of the daily school life of every child.

A special bulletin on this subject has been issued by the State Department of Education.

VI. Health Work Through Other Subjects

The work in health is developed through other school subjects and activities, as language, citizenship, games, songs, handwork and drawing.

Remember actual practice of the habit until it becomes automatic is the essential. Teach what to do and give every possible opportunity for the doing. *Link* together (1) the follow-up work; (2) the measuring and weighing; (3) the daily inspection; (4) the demonstration lessons and health information; (5) the courses in physical education; (6) the school lunches; and (7) the health work developed through other school subjects into a chain of opportunities to practice health habits.

Making practicing a habit, a pleasure. Present right motives for cleanliness. Direct and encourage. Appeal to the pride and play spirits. Show appreciation of every effort. Correct habits injurious to health. "To play the health game and win a healthy body" should be the child's happy desire.

TEACHING HEALTH HABITS

DAILY INSPECTION

In the building up of health habits the daily inspection plays an important part. It is a most effective means of keeping up the child's interest in health activities which are to become habits. For the detailed plans for the morning inspection and recording of health habits, see Section V of this course.

PRACTICAL HEALTH INFORMATION

Through informal conversations, stories, demonstrations and dramatizations give the necessary health information in relation to the home and school (as to what to do, how to do it and why), which will help to build up the right health habits. Use pictures and posters freely as the bases for discussions and to fix impressions. Below are given the health habits to be developed, together with the related topics for discussion.

HEALTH HABITS

HEALTH INFORMATION

I. Keeping Clean and Neat:

1. Washing face, ears, neck thoroughly daily.

I. Keeping Clean and Neat:

- 1-2. Body.

Why we bathe.

How to bathe. Importance of warm soap bath; clean, individual wash-cloth and clean towel; ears and neck outside and inside creases, back of ears and neck.

2. A warm bath at least twice a week.

3. Washing the hands: (1) always before eating, (2) always after going to toilet, (3) whenever dirty.

4. Keeping the finger nails clean and properly cared for.

5. Keeping the hair clean and well brushed and combed. Neatly arranged.

6. Brushing the teeth every night and every morning.

7. Care of nose—morning and night. Using a clean handkerchief during the day.

8. Daily movement of the bowels—going to the toilet at definite times.

9. Wearing clean clothes, under and outer. Shoes—free from dirt and well brushed, strings neatly tied. Wipe muddy shoes before entering house.

When to bathe:

A cool sponge (or shower) bath each morning before breakfast, rubbing the body to a glow with a rough towel, in warm room.

3. Hands.

Washing thoroughly, using soap and warm water when needed. Do not use public towel.

Time for washing hands.

4. Demonstrate proper care of nails.

5. Hair.

Why keep clean.

How to wash—how often.

Daily brushing and combing. Neatly arranged.

6. Teeth.

Why keep clean. Neglect of first teeth may cause decay of second. Sixth year molars. Good teeth needed for chewing food, speaking distinctly. How to clean. Use brush, paste and water, food between teeth. Importance of individual brush. Care of brush.

Demonstrate "Toothbrush Drill," children bringing own tooth-brushes. When to clean.

7. Nose.

Care. Danger of soiled handkerchief. Blow nose gently, avoid sniffing and picking nose. How to use handkerchief in coughing and sneezing.

8. Elimination of waste.

Importance of daily habit.

9. Clean Clothes.

Need of clean clothes. Care of clothing.

II. Eating and Drinking Properly:

1. Proper food — milk, cocoa, bread, cereals, eggs, green vegetables and fruit—no tea or coffee.

2. Eating slowly and chewing well.
3. Washing hands before every meal.
4. Washing all fresh fruits before eating.
5. Drinking plenty of water—before school, at recess, between meals, in the evening.
6. Using own drinking cup, pencils and other materials.

III. Breathing Correctly:**IV. Sleeping:**

1. Twelve hours in a room with open windows.

II. Eating and Drinking Properly:

What to eat. Arrange lists of suitable breakfasts, dinners, suppers, lunches. Candy best at end of meal. Investigate home conditions—food of individual children, especially as to tea and coffee? Provision made for helping undernourished children. Note food eaten by undernourished children.

When to eat. At regular times. Always eat breakfast before coming to school.

How to eat. Importance of cleanliness. Danger of exchanging partly eaten food.

What to drink. Importance of milk, amount. Tell how to make cocoa and kettle tea. Demonstrate and serve. Let second grade pupils write directions to carry home.

Water—when to drink. How to drink, never from public cup. Demonstration. Table laid for meal, table manners, cheerfulness at table. Why.

III. Breathing:

Deep breathing and breathing through nose. Give exercises daily.

IV. Sleeping:

Amount needed. "Early to bed, early to rise, makes a man healthy, wealthy and wise."

How to Sleep. Remove all clothing worn during day; open windows; stretch out full length, head from under cover; breathe through nose.

Investigate home conditions.

V. Sitting, Standing, and Walking Erect:

VI. Exercising:

1. Work—Importance of both work and play—running errands, helping at home.
2. Play and exercise—in the open air, every day at recess, and after school at least one hour.

VII. Using Eyes Correctly:

Right use of eyes.

VIII. Carrying a Clean Handkerchief Every Day:

Using it always in care of nose.
Using it when coughing or sneezing.

IX. Keeping Hands from Face:

To prevent nail biting.
To prevent thumb sucking.
To prevent putting pencils and other unclean things in mouth.

X. Using Individual Drinking Cups, Pencils and Other Materials:

XI. Protecting Self Against Weather:

Wearing extra clothing out of doors.
Removing rubbers and outer wraps in school room and home.
Removing wet shoes and stockings.

V. Sitting, Standing, Walking:

How to sit, stand and walk well.
When. Importance of habit.
Demonstrate—Show posture pictures.

VI. Exercising:

Work—Children's activities.
Play—Open air. Daily games and exercises for school and home. (See Course in Physical Education.)

VII. Eyes:

Correct position in reading. Care.

VIII. Carrying a Clean Handkerchief:

Why carry it *every* day and use it *all* day.
Daily Inspection. Teacher should have on hand hemmed pieces of lawn to supply children who fail to bring handkerchiefs.

IX. Keeping Hands from Face:

Why. Effects of putting things to the mouth.
Daily inspection.

X. Using Individual Drinking Cups, Pencils and Other Materials:

Importance.
Provision made and plan carried on for use of individual drinking cups (when no drinking fountains) and pencils throughout the school.

XI. Protection:

Importance of extra clothing when out of doors, removing wet clothing, wearing rubbers. Teacher responsible for children putting on wraps when going out of doors, and removal in school.

In the third grade a beginning is made in the knowledge of the use and care of the parts of the body with simple reasons for cleanliness and other health habits. Supplementary reading is introduced. The delightful little book, "Keep Well Stories," may be read by the children to supplement the instruction given. Other attractive books for supplementary use are listed at the end of the outline for the primary grades.

Below are given some suggestions for amplifying the topics to be used with the third grade.

1. Correct habits of posture:
 - a. Sitting—Sit far back on seat with chest up.
 - b. Standing—Study posture charts.
 - c. Walking—Stretch as tall as possible.
 - d. Sleeping—Lie straight so as to grow straight.
 - e. Eating—Sit erect and keep elbows from table.
 - f. Reading—Hold book up.
 - g. Writing—Hold chest up. Bend forward at hips if necessary.
2. Keeping body clean—Skin, hands, finger nails. Use, beauty, care.
3. Teeth—Use, beauty, kinds, care, need of care.
4. Hair—Use, beauty, care.
5. Ears—Use of parts, care.
6. Eyes—Use of parts, care.
7. Nose—Use, care.
8. Clothing and shoes—Kinds, habits, care.
9. Exercise and rest—Value of physical exercises and games.
Importance of rest times.
10. Food—Use. Daily meals should contain (a) building material, (b) fuel, (c) body regulators. "An apple a day keeps the doctor away."
The school lunch. Mid-morning lunch. Value of pure milk.

POLITENESS AND HEALTH HABITS

How inseparably the two are linked: We should lead the children to realize this as we discuss how we may know polite people by the things which they do—the things which show that they are courteous and polite. The fact that the practice of certain health habits gives evidence of good manners and good breeding should be known to every child, and this often becomes the motive and guiding influence with many children in their daily practice of personal hygiene, and the establishing of health habits.

Opening exercises, morning talks, and the daily inspection afford opportunity to give the children ideals of true courtesy and politeness. A few suggestions are:

1. It is always polite to cover one's mouth when coughing—it is rude and ill-bred to cough in another's face.
2. A handkerchief should always catch a sneeze—a sneeze is disagreeable and dangerous to others.
3. Expecterating in public places is unsanitary and ungentlemanly.

4. Clean people are liked—negligence in bathing, care of hands, hair, teeth, etc., disagreeable and impolite to others.
5. Care of one's person, hands, teeth, etc., should be done in private.
6. Using another's toilet articles, drinking cup, towels, pencils, unsanitary and ill-bred—not polite.
7. Eating rapidly and chewing loudly not polite.
8. Polite and courteous people—
Keep streets and yards clean.
Do not throw banana peelings on street.
Throw trash in receptacles.

To the Teacher.—Throughout the year check the results of your work by taking "a weekly inventory" of the progress made by the children individually in the health essentials in which they should be continuously trained:

1. Eating three warm, wholesome meals regularly each day, with no candy or sweets between meals. Sitting down to eat, chewing food thoroughly, eating slowly.
2. *Every day* eating some fruit, and two or three vegetables, including one green or leafy vegetable. At *every meal* eating some grain bread or cereals.
3. Drinking *at least* one pint of milk each day, but no tea or coffee or coca-cola.
4. Drinking at least four glasses of water every day.
5. Sleeping, ten, eleven or twelve hours (according to age) with windows open.
6. All children should have *at least* two hours of play in the fresh air daily. Children in the elementary grades need much more. When the weather does not permit going out of doors, they should play indoors with the windows open.
7. A natural bowel movement every day (in the morning preferably).
8. Brushing the teeth twice a day, especially before going to bed.
9. A full bath at least twice a week.
10. Washing the hands before eating and after going to the toilet.
11. Always carrying a handkerchief, and being careful to protect other people by holding it over the mouth and the nose, and bowing the head when coughing or sneezing.

Is there—

Improvement in cleanliness and neatness?

Improvement in posture?

Improvement in health habits?

Increase in weight in proportion to height?

Improvement in manners?

How is the health knowledge being applied?

How much improvement does the child's report card show?

Improvement in appearance and care of school room and school yard?

Is *cleanliness* the watchword everywhere?

DEMONSTRATION LESSONS

Setting-Up Exercises: Two-Minute Drill**

GRADES 3 TO 8

Teachers should start each hygiene class period in all grades with some form of setting-up exercises, having all windows open during the drill.

At the sound of the bell, inspectors should open windows without command. Coats and sweaters should be removed.

Class: Stand! (Face windows at once without command.)

1. Breathing. Four times.

In! Six counts for inhalation.

Out! Four counts for exhalation.

Right (left): Face!

2. Stretching. Four times. (This exercise must be done in response to commands, using cues indicated.)

Bend! Bend the trunk forward, touching hands to toes.

Shoulders! Stand erect, touching hands at side of shoulders in passing to the next position.

Stretch! Stretch the arms upward, palms toward each other.

Do not bend backward.

Higher! Make an effort to stretch higher.

Down! Turn hands and bring arms sideways downward quickly, without noise.

If the room is too crowded for the sideways downward movement, the arms may be brought down, close to the body.

3. Knee Bending. Eight times. (Thumbs locked behind without command. This exercise should be taught, using the cues indicated. When it is thoroughly learned, it may be done to rhythmic commands).

Down! Bend the knees deeply.

Up! Stretch the knees quickly.

Right (left): Face!

4. Breathing. Four times.

In! Six counts for inhalation.

Out! Four counts for exhalation.

Class: Sit!

An excellent set of exercises will be found in Volume I of Professor C. E. A. Winslow's "Healthy Living," pp. 230 to 239, and 36 to 39. Also in Volume II, "Daily Dozen Set-Up."

Tooth-Brush Drill

SUGGESTIONS FOR USE IN THE CONDUCT OF THE TOOTH-BRUSH DRILL*

1. Keep record of number of pupils in class room, the number having tooth-brushes at the time of the first drill, and the number having tooth-brushes at the last drill.

**From Physical Training Syllabus, New York.

*Cleveland School of Education, Summer Session 1920, Institute of School Hygiene, Anna L. Stanley.

2. The class should have the drill regularly throughout the entire grade once a week, or oftener, if possible, until you feel that the pupils have acquired the habit of brushing their teeth.

3. The drill is much more effective than talks.

4. Tooth-brushes should be wrapped in a piece of clean paper with child's name on it when taking to and from school.

5. It is action rather than talking that counts and only the following points need be brought out in the course of the drill.

Reasons Why We Brush Our Teeth:

So that we have the feeling of a fresh, clean mouth, and have a sweet breath and a fine shining set of strong teeth.

Things Necessary:

a. Tooth-brush.

(1) Medium stiff brush.

(2) Hole in handle for hanging.

(3) Clean brush.

(4) One's own brush.

b. Water (cold if teeth are not too sensitive).

c. Paste or powder desirable, but not necessary—salt can be used.

Time for brushing:

a. Twice a day.

(1) Upon rising.

(2) Bed-time.

Care of brush:

a. Wash with soap and water.

b. Rinse in clean water.

c. Shake water out—sprinkle with salt.

d. Hang on nail (where sun can shine if possible).

THE DRILL**

On account of lack of home instruction in the care of teeth, a tooth-brush drill should be conducted in elementary classes to teach all pupils. For the drill each child is requested to bring his brush wrapped in plain paper, and remaining wrapped until the drill. If there are not cups for all the children, two or three provided with cups, water, dentifrice, and a basin should demonstrate. The class should follow them or the teacher in pantomime. The cup, real or imaginary, is held in the left hand and the brush in the right. If a brush is lacking the child should go through the motions with his index finger outside his mouth. The brush should not be given very hard pressure.

Attention! (All in line, elbows close to side.)

1. Ready—Water.

2. Outside surfaces (Brush inserted under cheek. Gums as well as teeth to be brushed.)

a. "Upstairs."

Left side. Down strokes—1 to 10.

Right side. Down strokes—1 to 10.

Front. Down strokes—1 to 10. Water.

**From National Tuberculosis Association, Crusade Manual for Teachers.

b. "Downstairs."

Left side. Up strokes—1 to 10.

Right side. Up strokes—1 to 10.

Front. Up strokes—1 to 10. Water.

The brushing of the upstairs and downstairs outside surface may be combined in a circular motion.

3. Inside surfaces. First (a) "upstairs" and then (b) "downstairs."

Left side. In and out motion—1 to 10.

Right side. In and out motion—1 to 10.

Front. In and out motion—1 to 10. Water.

4. Chewing surfaces.

a. "Upstairs."

Left. Scrubbing motion—1 to 10.

Right. Scrubbing motion—1 to 10. Water.

b. "Downstairs."

Left. Scrubbing motion—1 to 10.

Right. Scrubbing motion—1 to 10. Water.

5. Empty cups and refill them.

6. Rinse the mouth.

7. Rinse the brush, shake off water, wrap it to take home.

Teeth should be brushed fully two minutes. It is important to work the bristles in between the teeth as far as possible. Dental floss used once a day with care not to pull the gums back, will clean between teeth where bristles will not reach. A mouth wash can be made by adding to a pint of boiled water one teaspoonful of common salt and one tablespoonful of limewater. Pupils should be taught to consult a dentist every six months or oftener, to prevent trouble with teeth and resultant poor health.

Suggestions for Use in the Conduct of Handkerchief Drills*

The important points to remember in teaching the use of the handkerchief are:

1. Must be a clean one each day.
2. Keep in pocket when not in use.
3. Cover nose and mouth with handkerchief when coughing or sneezing.
4. Use handkerchief in blowing the nose.

Procedure to be followed in giving the drill:

1. Each pupil displays a clean handkerchief.
2. Folds loosely in hand.
3. Blows nose gently with mouth slightly open, closing the opposite nostril—never blow both nostrils at the same time.
4. Returns to pocket after folding soiled linen on inside.

This drill is best conducted in the game spirit, and may be made a matter of routine, given twice daily, namely: at the opening of the morning and afternoon sessions.

The "board of health" in each classroom should inspect handkerchiefs daily.

*Cleveland School of Education, Summer Session 1920, Institute of School Hygiene, Anna L. Stanley.

HEALTH WORK THROUGH OTHER SCHOOL SUBJECTS

The health work may be developed through other school subjects and activities.

1. Citizenship

As the child learns his lessons in politeness, safety first and his part as a helper in the home, the school and the community, he practices the health activities of a "good citizen."

Below are given a few of the child's "health duties" as:

A Good Helper.

At Home—

Hanging up night clothes, putting away soiled clothes; airing clothes worn in day.

Putting away playthings.

Putting all papers and trash in waste basket or can.

Habit of doing these things developed.

At School—

Books—Handle with clean hands; take care of pages; keep covered; inspection by teacher.

Desk—Cleaned regularly; keep books and papers in a regular place.

Floor—Avoid dropping seat-work material on floor; use waste basket for waste paper and trash.

Playthings and Materials—Handle with clean hands; return to place.

Drinking Fountain—Cups—Keep free from dirt. Cups washed with hot water and soap regularly.

School Yard—Keeping clean, better than cleaning up; belongs to all; each one responsible for his part; throw scraps into rubbish box. Not marking walls with chalk.

On the Street—

Throwing waste paper and fruit peelings in trash can.

2. Language

Story telling—example: "The Pig Brother" in *Golden Windows* by *Laura Richards*. Published by *Little, Brown & Co.*, New York.

Oral and written compositions on health.

Dramatization. Home scenes, etc.

Rhymes based on Mother Goose; original rhymes and jingles.

Memory Gems.

3. Physical Training—Games, Plays, Exercises

See State Course of Study in Physical Training, in special bulletin published by *State Department of Education*.

4. Health Songs—"This Is the Way We Clean Our Teeth"

5. Hand-work and Drawing

Making paper drinking cups.

Doll house—for home activities.

Scrap-books.

Health Charts and Posters—Paper cutting of milk bottles and glasses; clocks showing time to go to bed. Pictures made from free-hand cut silhouettes, or cut from magazines, letters from magazines—as “Eat More,” “Play Out of Doors,” “Eat Fruit.”

Health Alphabet Charts—Silhouettes and pictures cut from magazines.
A—Apple. B—Bath.

Illustrate Health Habits—as cleaning teeth, exercising, playing games, etc.

Mottoes and Slogans on food, clothing, drink, etc.

Health Booklets—Picture painted or cut from magazines, letters or rhymes, cover design on health.

REFERENCES

For the Teacher

1. Health Education Series, U. S. Bureau of Education, Washington, D. C. Suggestions for Health Teaching in the Elementary Schools—Circular No. 10, 10 cents.
Health for School Children—School Health Studies, No. 1, 10 cents.
Classroom Weight Record.
Wanted: Teachers to Enlist for Health Service—Circular No. 1.
Diet for the School Child—Circular No. 2.
Teaching Health—Circular No. 4.
Child Health Program for Parent-Teacher Associations and Women's Clubs—Circular No. 5.
Further Steps in Teaching Health—Circular No. 6.
The Lunch Hour at School—Circular No. 7.
Health Training for Teachers—Circular No. 8.
Your Opportunity in the Schools—Circular No. 9.
Milk and Our School Children—Circular No. 11.
Right Height and Weight for Girls—Poster No. 2.
Right Height and Weight for Boys—Poster No. 3.
Single copies, 5 cents.
2. Increasing the Efficiency of Health Instruction in the Public Schools and Methods for Grades One, Two, and Three—*Hoefer*. Elementary School Journal, University of Chicago, September, October, and November, 1921.
3. Course of Study in Hygiene—*State Department of Education*, Columbus, Ohio.
4. Course of Study in Health Instruction (elementary schools)—*Board of Education*, Detroit, Mich. Price, 60 cents.
5. School Sanitation and Decoration—*Bailey*. D. C. Heath, New York.
6. Teaching Hygiene in the Grades—*Andress*. Houghton-Mifflin Co., New York.

7. Health Education in Rural Schools—*Andress. Houghton-Mifflin Co., New York.*
8. Healthful Schools—*Wood. Houghton-Mifflin Co., New York.*
9. School Hygiene and Sanitation—*Dresslar. The Macmillan Co., New York.*
10. Health Essentials for School Children—*Dr. T. D. Wood, 525 W. 120th Street, New York.*
11. Health Charts and Minimum Requirements for Rural Schools (same address).

For Use With the Children

1. Keep Well Stories.—*Lippincott & Co., New York City.*
2. Pamphlets of the American Child Health Association, 370 Seventh Avenue, New York.
 Child Health Alphabet—*Peterson.*
 Cho Cho and the Health Fairy—*Griffith. 10 cents.*
 Rhymes of Cho Cho's Grandma—*Peterson.*
 Rosy Cheeks and Strong Heart—A Health Reader of Short Stories—*Andress. 30 cents.*
 Nutrition Monographs, 50 cents.
3. A Child's Book of the Teeth—*Ferguson. World Book Co., New York.*
4. Good Health—*Gulick. Ginn & Co., New York.*
5. Health Alphabet, and other helpful and attractive booklets (Free)—*Metropolitan Life Insurance Co., No. 1 Madison Avenue, New York.*
6. The Pig Brother—*Richards. Little, Brown & Co., New York City.*
7. Milk Fairies—*National Dairy Council, Chicago. 10 cents.*
8. Jack O'Health and Peg O'Joy—*Scribners Sons, New York.*
9. King of Good Health Wins. A Play—*Tuberculosis Association, Washington, D. C.*
10. Modern Health Crusade Material, 370 Seventh Avenue, New York City.
11. Michigan State Course of Study in Physical Training.
12. Physical Training in Elementary Schools—*Sanborn, New York.*

Section IV—Health Education in the Grammar Grades

Health work in the grammar grades continues along the same lines as in the primary grades. Since the purpose is to establish *firmly* the health habits begun in the lower grades, and to train and instruct the child in healthy living in the home, the school and the community, it is necessary for the teacher of each grade to be thoroughly familiar with the work outlined for the first three grades, and to use this as the basis for the training she gives her pupils.

Let us remember that the child's self-activity must be aroused. He must believe that good health is worth while, and he must have ideals which are the inspiration for personal habits and right conduct in the home, the school, and the community. In the sixth and seventh grades we should develop in

the child a strong and growing interest in community sanitation and health—public health problems. We utilize the “group spirit” and organize health clubs. We give stories of real children and of great health heroes like Pasteur, Reed, Gorgas, and Dr. Grenfel, together with the wonderful achievements in modern preventive medicine and sanitation.

The teacher should at all times adapt the work to the particular needs and weaknesses of her pupils, and use her initiative in making effective application of all health agencies to improving the health condition of the children.

The working out of health projects makes the teaching more vital, while the correlation with other subjects gives the child a truer understanding of its importance and helps to inculcate ideals and truths. We should give the child every opportunity at school to practice health habits amidst healthful surroundings, remembering that the weighing and measuring, the morning inspection through the health clubs, and the monthly report are still the most important means of holding children to persistent effort. Suggested health projects are given in Section V of this outline.

The amount of time usually assigned to health instruction in the grammar grades is about one hour per week.

TEXT-BOOKS.

Fourth Grade—The Child's Day.

Fifth Grade—Healthy Living, Book I.

Sixth Grade—Healthy Living, Book II.

Seventh Grade—Healthy Living, Book II.

In each of the grammar grades we have a text-book. Let us remember that health habits and healthy living is our aim, and use the texts to supplement and strengthen oral instruction. Let the assignments be studied in response to a few difficult questions or problems, then in the discussion of a topic the children contribute the knowledge gained from the text. Throughout the grades use supplementary reading; see list on pages 494, 515.

AIM

To establish health habits and to train and instruct the child in healthy living in the home, the school and the community.

MEANS FOR ESTABLISHING HEALTH HABITS AND TRAINING CHILDREN IN HEALTHY LIVING

The activities and agencies for carrying on health work are given below. The teacher will plan for work along all of these lines, emphasizing those phases of health training which meet the needs of her pupils.

I. A Survey of the Health Conditions of the Children, the School and the Grounds

A survey of the health condition of the children and their school environment is the first step in the health work of any school or school room. This gives the teacher the necessary information regarding each child, and his surroundings. On it she builds her health work, placing the emphasis where weaknesses are revealed, and using every available means to meet the physical needs of the children, and to give them a sanitary school “home” with adequate playgrounds.

The plans, agencies, and teacher's part in making this survey are given in Sections VI, VIII and IX of this outline.

II. Follow-up Work—In Co-operation With the Parents and All Other Agencies

A. Children.

1. Remedial treatment of physical defects.
2. Attention to teeth.
3. Improving general physical condition.
4. Measuring and weighing regularly.

B. School Buildings and Grounds.

1. Making school building and equipment healthful.
2. Providing—
 - a. Adequate supply of pure water and sanitary drinking facilities.
 - b. Adequate and sanitary toilet facilities.
 - c. Adequate, clean, and attractive school grounds.

The plans, tables, and necessary information for carrying on the "follow-up work" are given in Sections VI, VIII and IX of this outline.

III. School Lunches

These are given for nutritional and educational purposes. The plans for this work are given in Section VII of this outline.

IV. Teaching Health Habits and Healthy Living—In the Home, the School, and Community

1. Daily inspection and health clubs.
2. Health ideals.
3. Health knowledge and instruction in health—in the home, the school and the community.

V. Systematic Course in Physical Training

The work in physical training is a powerful factor in health work.

Physical exercises and play should be a part of the daily school life of every child.

A special bulletin on this subject has been issued by the State Department of Education.

VI. Health Work Through Other Subjects

The work in health is developed through other school subjects and activities as language, citizenship, games, songs, handwork and drawing.

TEACHING HEALTH HABITS AND HEALTHY LIVING IN THE HOME, THE SCHOOL, AND THE COMMUNITY

DAILY INSPECTION AND HEALTH CLUBS

In the building up of health habits the daily inspection plays an important part. Health clubs in the grammar grades take charge of the morning inspection, and prove a most effective means of keeping up the child's interest

in health activities, which are to become habits. For the detailed plans for the morning inspection, organization of health clubs and the recording of health habits, see Section V of this course.

HEALTH IDEALS

HEALTH CREED FOR BOYS AND GIRLS

The actions of the pupils should be the evidence of effective health ideals. A health creed may arouse enthusiasm and keep before the pupils the principles toward which they are working. *The Health Creed*, issued by the Massachusetts State Board of Health, brings to the zeal of the older boys and girls for their physical well-being, spiritual meaning and community interest.

My Body is the Temple of My Soul, *therefore*—

I will keep my body clean within and without.

I will breathe pure air, and I will live in the sunlight.

I will do no act that might endanger the health of others.

I will try to learn and practice the rules of healthy living.

I will work and rest and play at the right time, and in the right way, so that my mind will be strong and my body healthy, and so I will lead a useful life, and be an honor to my parents, to my friends, and to my country.

HEALTH KNOWLEDGE AND INSTRUCTION—OUTLINE FOR THE FOURTH GRADE

Adopted Text: The Child's Day

Below is given a suggestive outline of topics to be discussed with the children in teaching health habits and healthy living. The chapters in the text, "The Child's Day," which are to be studied in connection with each topic are indicated.

I. Cleanliness

Amplify the course given for the primary grades.

Emphasize health habits and health information to meet the special weaknesses of the pupils in:

1. Bathing and care of the skin.
2. Washing hands—times.
3. Care of the finger nails.
4. Care of the hair.
5. Brushing teeth.
6. Use of handkerchief.
7. Elimination of waste from body.
8. Keeping clothes clean.

The Child's Day—Pages 1-8.

II. Breathing

How to breathe—What to breathe—Advantages of deep breathing.

The Child's Day—Pages 30-41.

III. Clothing—The Body's Covering

Kinds and care.

The Child's Day—Pages 28-30.

IV. Posture

Correct posture—Importance.

Use Posture Charts—Give Posture Test to Class.

V. Exercise and Play

Why needed—Value in gaining good health.

How to exercise properly—Daily Dozen Set-Up, *Healthy Living*, Vol. II.

Effect. Strong men—as boatmen, sailor, soldier.

Stories of Greek Heroes.

The Child's Day—Pages 129-137; 161-166.

VI. Fresh Air and Sunshine

Importance—At Home, At School.

Stories of children who do not have it.

"Juliet and Ariel," a playlet—*National Tuberculosis Association*, 370
Seventh Avenue, New York City.

The Child's Day—Pages 48-54.

VII. Food**1. Kinds.**

a. Body Builders. Furnish material for growth and repair—Milk, cheese, eggs, meat, fish, bread, peas, beans, cereals.

b. Energy Givers. Furnish heat and energy—

Fat—Milk, nuts, butter, olive oil, eggs, meats.

Sugar—Sugar cane, sweet fruits, candy, molasses, honey, milk.

Starch—Cereals, bread, potatoes, certain vegetables.

c. Body Regulators.

Acid—Fruit.

Salts—Green vegetables, milk.

Water—Need of drinking plenty of water. Best to drink between meals.

2. Importance of mixed diet.

Body needs all three kinds of food.

"The Vegetable Man," reading lesson or playlet.—*Child Health Organization*, 156 Fifth Avenue, New York City.

3. Care of Food.

a. Cleanliness.

b. General care.

4. Milk.

Importance—Contains all three necessary food factors.

"All About Milk," free pamphlet.—*Metropolitan Life Insurance Co.*,
No. 1 Madison Avenue, New York City.

5. No Tea or Coffee.

Effect—Nervousness, restless sleep.

"The Boy Who Walked Around Mt. St. Michel," story—*Healthy Living*,
Vol. II.

The Child's Day—Pages 22-28; 68-84; 156-161.

VIII. Things I Can Do

Hearing and Listening.
Seeing and Reading.
Tasting and Smelling.
Talking and Reciting.
Thinking and Answering.

The Child's Day—Pages 54-68; 84-92.

IX. Sleep and Rest

Need—Amount.

“David and Good Health Elves,” reading lesson or playlet—*National Tuberculosis Association*.

The Child's Day—Pages 166-176.

X. Clean Surroundings

In the Home—Yards—Alleys.
In the School—Yard.
On the Streets.

The Child's Day—Pages 146-156.

XI. Accidents—What To Do

Habits Which Will Prevent Accidents.

The Child's Day—Pages 137-146.

XII. Fighting Our Foes

1. Flies and Mosquitoes.
Why—How.

2. Disease.

What diseases. How Spread—How to Fight.

Protecting Ourselves—Protecting Others.

The Child's Day—Pages 100-119.

XIII. Mental Hygiene—My Duty

To Myself.

To do my best in my work. To be happy.

To My Parents.

To be respectful, obedient, helpful, cheerful.

To My Neighbors.

To be kind, helpful, fair in work and play.

To My Country.

To show my love by obeying its laws, respecting its officers, and doing my part in my community.

TO THE TEACHER.—Throughout the year check the results of your work by taking “a weekly inventory” of the progress made by the children individually in the health essentials in which they should be continuously trained:

1. Eating three warm, wholesome meals regularly each day, with no candy or sweets between meals. Sitting down to eat, chewing food thoroughly, eating slowly.

2. *Every day* eating some fruit, and two or three vegetables, including one green or leafy vegetable. At *every meal* eating some grain bread, or cereals.
3. Drinking *at least* one pint of milk each day, but no tea or coffee or coca-cola.
4. Drinking at least four glasses of water every day.
5. Sleeping ten, eleven, or twelve hours (according to age) with windows open.
6. All children should have *at least* two hours of play in the fresh air daily. Children in the elementary grades need much more. When the weather does not permit going out of doors, they should play indoors with the windows open.
7. A natural bowel movement every day (in the morning preferably).
8. Brushing the teeth twice a day, especially before going to bed.
9. A full bath at least twice a week.
10. Washing the hands before eating and after going to the toilet.
11. Always carrying a handkerchief and being careful to protect other people by holding it over the mouth and nose and bowing the head when coughing or sneezing.

Is there—

Improvement in cleanliness and neatness?

Improvement in posture?

Improvement in health habits?

Increase in weight in proportion to height?

Improvement in manners?

How is the health knowledge being applied?

How much improvement does the child's report card show?

Improvement in appearance and care of school room and school yard?

Is cleanliness the watch word everywhere?

HEALTH KNOWLEDGE AND INSTRUCTION—OUTLINE FOR THE FIFTH GRADE

Adopted Text: Winslow's "Healthy Living," Book I.

Below is given a suggestive outline of topics. The chapters in the text which are to be studied in connection with each topic are indicated.

I. Daily Health Habits. (Chapter I.)

A general survey of the activities of each day with reference to health.

The children should make individual lists of the habits they need to correct for their own health. Call for individual reports of progress from week to week.

II. The Wonderful Body: Its Framework

A. The general plan, the systems of organs. (Chapter II.)

Discuss the difference between living and lifeless things, emphasizing the fact that the more complicated living things require more care.

B. The bones and joints. (Chapter III.)

1. The important bones.
2. The importance of good posture.
3. Setting-up exercises. Practice exercises I and II, pp. 230-232.

III. How the Body Moves and How the Movements are Controlled

A. The muscles. (Chapter IV.)

1. The use of muscles.
2. The value of physical exercise.

Discuss the children's favorite games to find out which afford the best kind of exercise.

Practice the setting-up exercises III, IV, pp. 232-234.

B. The nerves as the telephone system of the body. (Chapter V.)

1. The work of the nerves.
2. Good and bad habits.
3. The importance of sleep.

Have the children make up a statement of the health "chores" they will agree to do each day, and have the charts or reports turned in at stated times, as every Monday morning. See pp. 224-226.

C. The eyes and ears. (Chapter VI.)

1. Care of the eyes.
2. Care of the ears.

Discuss the value of good eyesight and ways to preserve it.

Note the children who seem to have defective vision and urge them to consult an oculist.

Weigh the children regularly and keep a record of changes in weight. Advise their parents as to the results shown by the weight reports. See pp. 240-243.

IV. The Food We Eat; The Teeth

A. Kinds of food. (Chapter VII.)

1. A proper diet.
2. Good and bad food habits.

Find out if the children are drinking proper quantities of milk and water each day.

Have the children make a list of what they eat for the three meals of a day. Compare their lists with that on pp. 86-87.

B. Digestion. (Chapter VIII.)

1. Digestion of the food in the mouth, stomach, and intestines.
2. Keeping the digestive system in good order, removing waste matter.

C. The teeth. (Chapter IX.)

1. Uses and structure of the teeth.
2. Guarding against tooth decay.

Have the children start a tooth-brush drill. Keep a record of those who brush their teeth at least twice each day.

Use the setting-up exercises V, VI, pp. 234, 235.

V. Breathing; The Circulation**A. The breathing system. (Chapter X.)**

1. Organs and process of breathing.
2. Objects of breathing.
3. Importance of loose clothing, good posture, nose breathing.

B. The circulation system. (Chapter XI.)

1. What the blood does for the body.
2. The heart and its work.
3. The body temperature and how it is regulated.

Use the setting-up exercises VII, VIII, pp. 236, 237.

VI. Keeping Well**A. Care of the skin. (Chapter XII.)**

1. Keeping the skin clean.
2. Care of hair and finger nails.
3. Proper clothing.
4. Fresh air and ventilation.

B. Health habits. (Chapter XIII.)

Bad habits to be avoided.

1. Effects of drinking tea and coffee.
2. The use of tobacco.
3. The use of medicine.
4. Dangers of alcohol.

Use the setting-up exercises IX, pp. 238, 239.

VII. Microbes, Our Unseen Enemies; Cleanliness as an Aid to Health**A. Microbe enemies. (Chapter XIV.)**

1. Helpful and harmful microbes.
2. The spreading of harmful microbes by fingers, food, and flies.

B. The importance of cleanliness. (Chapter XV.)

1. Clean hands.
2. Clean food; pasteurized milk.
3. The care of cuts and wounds.

VIII. Preventing the Spread of Disease**A. Insect enemies. (Chapter XVI.)**

1. Flies and mosquitoes as carriers of disease.
2. How to fight the fly.
3. How to get rid of mosquitoes.

Organize a campaign against flies and mosquitoes.

B. The war against disease. (Chapters XVII, XVIII.)

1. Symptoms of disease as danger signals.
2. Quarantine.
3. The work of the Board of Health.
4. Care of the water supply and food supply.
5. Care of the health of school children.

Have the children feel personal responsibility for preventing the spread of disease. Make a list of the things each one can do to prevent the spread of disease germs.

Have the children find out about the local water supply, its source and purification.

IX. Some Rules for Health

Chapters XIX, XX.

X. Special Conditions in Our State

Supplement, pp. 1-18.

1. Where our food comes from.
2. Desirable conditions in the farmhouse.
3. Source of water supply.
4. Health regulations.
5. Desirable conditions in the school.

To the Teacher.—Throughout the year check the results of your work by taking a “weekly inventory” of the progress made by the children individually in the health essentials in which they should be continuously trained. For details and questions, see the last page of the fourth grade outline.

HEALTH KNOWLEDGE AND INSTRUCTION—OUTLINE FOR THE SIXTH GRADE

Adopted Text: Winslow's “Healthy Living,” Book II, Chapters I to XVIII.

Below is given a suggestive outline of topics. The chapters in the text which are to be studied in connection with each topic are indicated.

I. A General Survey

- A. The living machine. (Chapter I.)
 1. Materials of which it is composed.
 2. Comparison with other machines.
 3. Working and care of the living machine.
- B. Parts of the living machine. (Chapter II.)

II. The Framework of the Body; The Muscles

- A. The bony system. (Chapter III.)
 1. Material composing the bones.
 2. The skeleton.
 3. Hygiene of the bony system (also pages 345, 346).

Bring to school samples of right and wrong types of shoes.

- B. The muscular system. (Chapter IV.)
 1. Action of the muscles.
 2. Kinds of muscles.
 3. Value of exercise.

Use setting-up exercises, Chapter XXXII, pp. 366 to 382.

Discuss various kinds of exercise and their value. Discuss some game or sport and show the muscles developed by it. Discuss other things that we gain from games besides exercise of the muscles.

III. The Digestive System; The Teeth; Food

- A. The digestive system. (Chapter V.)
 1. The organs and processes of digestion.
 2. Absorption and storage of food in the body.
 3. Good habits of eating.
 4. Getting rid of waste material.

B. The teeth. (Chapter VI.)

1. Kinds of teeth and their structure.
2. Tooth decay: cause and effects.
3. Care of the teeth.

Organize a tooth-brush drill. Urge children with defective teeth to visit the dentist.

C. Foods. (Chapters VII and VIII.)

1. Kinds of food.
 - a. Water, which is a part of nearly all foods.
 - b. Proteins, which are abundant in meat, eggs, and other foods that we get from animals.
 - c. Carbohydrates, which are abundant in potatoes, cereals, and other plant foods.
 - d. Fats, which are found chiefly in animal foods.
 - e. Salts or mineral substances.
 - f. Vitamins, which we get from raw fruits, lettuce, and vegetables.
2. Value of food substances.
 - a. For building up and repairing the body tissue.
Protein foods supply this need.
 - b. For producing energy. Carbohydrates and fats are the chief energy-producing foods.
3. A proper diet—variety, balance, cleanliness, proper cooking.
4. The effects of stimulants and habit-forming drugs (alcohol, patent medicines).

Use the tables of food values on pp. 391-397.

Make lists of good and bad menus; plan suitable menus for a day or a week.

Discuss methods of cooking food; the relative merits of broiling or frying; boiling and roasting.

IV. Breathing; The Circulation**A. The respiratory system.** (Chapter IX.)

1. Objects of breathing.
2. Organs and processes of breathing.
3. Hygiene of breathing.
 - a. Importance of breathing slowly and deeply; breathing through the nose; avoiding a slouching position; wearing loose clothes.
 - b. Adenoids and tonsils.
 - c. Treatment for colds and for diseases of the breathing system.
 - d. Effects of smoking.
 - e. Use of artificial respiration in case of suffocation and drowning accidents. (Page 349.)

B. The circulatory system. (Chapter X.)

1. Parts of the system and their function.
2. Relation between circulation and the needs of the body (temperature).
3. How to keep our circulation in good condition.
4. Treatment for temporary failure of circulation, as in fainting and heat prostration. (Pages 346, 347.)

V. Conditions That Are Necessary for Healthy Living**A. Air and health. (Chapter XI.)**

1. Effect of good and bad air on health.
2. Ventilation; fresh air in the bedroom.
3. Value of outdoor life.

Discuss the proper kinds of clothing to be worn in cold and hot weather, to help regulate the body temperature.

Have the children keep a record of the temperature of rooms in the school or at home.

B. Waste products of the body. (Chapter XII.)

1. Wastes of the body.
2. Methods of getting rid of the wastes through lungs, kidney, liver, and skin.

C. Healthy condition of the skin. (Chapter XIII.)

1. Functions of the skin.
2. Proper care of the skin by bathing and by suitable clothing.
3. Hair and finger nails.

VI. The Nervous System; The Five Senses**A. The work of the nervous system. (Chapter XIV.)**

1. The nerves and the brain.
2. Reflex or automatic actions; habits.
3. Voluntary and involuntary actions.
4. Importance of rest, play, and sleep.
5. Serious effects of the use of drugs, alcohol, tobacco, and dangerous medicines. (Chapter XV.)

Have the children keep a record of their time for rising and retiring for a week. Discuss the amount of sleep needed by each one.

Give several examples of reflex action.

Discuss good and bad habits. Make list of habits to be acquired and habits to be broken.

B. The five senses. (Chapter XVI.)

1. Sight.
 - a. Adjustment of the eyes to objects both near and distant; the need of eye-glasses.
 - b. Care of the eyes.
2. Hearing.
3. Taste, smell, and other senses.

Have the eyes and ears of the children tested. Urge that an oculist be consulted by those who need it.

VII. Habits of Health**A. The measuring of health by the standard of weight for a given height and age. (Chapter XVII, also pp. 383-385.)****B. The fifteen rules of health. (Chapter XVIII.)**

A summary and review of the principles of health already studied.

To the Teacher:—Throughout the year check the results of your work by taking a "weekly inventory" of the progress made by the children individually in the health essentials in which they should be continuously trained. For details and questions, see the last page of the fourth grade outline.

HEALTH KNOWLEDGE AND INSTRUCTION—OUTLINE FOR THE
SEVENTH GRADE

Adopted Text: Winslow's "Healthy Living," Book II, Chapter XIX, to the end.

Below is given a suggestive outline of topics. The chapters in the text which are to be studied in connection with each topic are indicated. A review and constant reference to topics studied in the sixth grade will be needed.

I. Sanitation: Guarding Against Communicable Diseases. Chaps. XIX, XX.**A. Communicable diseases.** (Chapter XIX.)

1. Causes.
2. The body's fight against microbes.
3. Common colds, methods of avoiding and curing them.

B. The spread of disease germs. (Chapter XX.)

1. Source of disease germs.
2. How germs are spread:
 - a. Contact.
 - b. Food.
 - c. Insects.
 - d. Animals.

Use the setting-up exercises, pp. 373-382.

II. Sanitation: Cleanliness. Chapter XXI.

1. Kinds of dirt.
2. Germs in dust.
3. Cleanliness as a means of guarding against special kinds of diseases.
4. Guarding the way to the mouth.
5. Care of cuts and wounds.

Describe the best methods of sweeping and cleaning.

Discuss the advantages and disadvantages of a general spring or fall house-cleaning.

III. Sanitation: Water and Food; Insects. Chapters XXII, XXIII.**A. Purity of water and food supplies.** (Chapter XXII.)

1. Water supply.
 - a. Danger of impure water.
 - b. Protecting the public water supply and well water.
2. Milk supply.
 - a. Danger of impure milk.
 - b. Safeguards, pasteurization.
3. Food supply.
 - a. Protection through cooking and preserving.
 - b. Care of food at home and in stores.

Discuss the local water and milk supply.

Examine labels on canned goods. Explain their significance.

B. Fighting our insect enemies. (Chapter XXIII.)

1. Diseases carried by insects.
2. The fly.
 - a. Dangers.
 - b. Methods of fighting.
3. The mosquito.
 - a. Dangers.
 - b. Methods of fighting.
4. Health leagues and their work.
5. Heroes of science.

Start a campaign against the fly and the mosquito. See pp. 386-390.

Start a Health League in the school with the various committees suggested on pp. 271, 272.

IV. How to Check Disease and Secure Immunity. Chapters XXIV-XXVII.**A. Isolating cases of disease. (Chapter XXIV.)**

1. Quarantine, importance and methods.
2. Disinfection and cleaning.
3. Symptoms of communicable diseases.

Discuss the "sanitary conscience" and personal responsibility for the prevention of disease.

B. Immunity and its control. (Chapter XXV.)

1. The vital resistance of the body and immunity, through vaccines, etc.
2. Vaccination for smallpox and typhoid fever.
3. Antitoxin for diphtheria.

C. Campaign against tuberculosis. (Chapter XXVI.)**D. Campaign for infant welfare. (Chapter XXVII.)****E. Health conditions of our own State; common diseases. Supplement, pp. 25-32.****V. Municipal Sanitation; Boards of Health. Chapters XXXVIII, XXXIX.****A. Municipal sanitation. (Chapter XXXVIII.)**

1. Water supply, its source and purification.
2. Disposal of waste, sewage, garbage, and refuse.
3. Keeping the city clean.

B. Boards of Health and their work. (Chapter XXXIX.)

1. Control of communicable diseases: by laboratory work, food supervision, and sanitary inspection.
2. Educational activities: health campaigns, public health nurses, etc.

VI. Hygiene and Sanitation in Rural Communities and Small Towns. Supplement, pp. 1-24.**A. Rural communities. (Pages 1-12.)**

1. Need of health regulations.
2. The farmhouse, its location, structure, ventilation, and cleaning.
3. Water supply.

B. Small villages and towns. (Pages 13-17.)

1. Safeguarding the community health.
2. Safeguarding the water supply.
3. Disposal of sewage.

C. Rural school sanitation. (Pages 18-24.)

1. Consolidated schools.
2. Location of school buildings, lighting, ventilation, heating, etc.
3. Medical supervision.

VII. First Aid and Safety First. Chapters XXX, XXXI.**A. First aid. (Chapter XXX.)**

1. Things that the individual can do in case of accident.
2. Matters calling for the doctor's attention.

B. Safety First. (Chapter XXXI.)

1. Consequences of carelessness and negligence.
2. Safety in the home.
3. Safety in the street, on railroad tracks, etc.
4. Safety in factory or shop.
5. Safety on the water.

VIII. Sport and Health. Chapter XXXII.

1. The thoroughbred boy or girl.
2. Rules for healthy living.
3. Good sportsmanship.
4. Physical training.

To the Teacher:—Throughout the year check the results of your work by taking a "weekly inventory" of the progress made by the children individually in the health essentials in which they should be continuously trained. For details and questions, see the last page of the fourth grade outline.

HEALTH WORK THROUGH OTHER SCHOOL SUBJECTS

Health activities become more and more each year a part of the work in other subjects, as:

1. Citizenship

The child learns his lessons of health conduct in the home, the school and the community, and he practices these "as a good citizen." Such lessons as the following are included:

Safety First—Fire drill; fire prevention.

Play—Coöperation with others; obeying the "rules of the game."

Work—Concentration; no dawdling.

Civic and Health Club Work—Personal health habits; the healthful home; the healthful school.

Public Sanitation—Sewage disposal. Milk and water supply. Pure food laws.

General control of infectious diseases.

2. Language

Story telling.

Oral and written compositions.

Rhymes and jingles.

Dramatization of plays.

Original health plays.

Memory gems.

Current events.

3. Health Songs**4. Games and Physical Training Activities**

See special bulletin, Course of Study in Physical Training, *State Department of Education*, Raleigh, N. C.

5. Natural Science—Simple Experiments—Ventilation**6. Geography—History of Foods****7. Biography—Pasteur, Gorgas, Roosevelt's Life****8. Handwork**

Health books. Health composition pasted in

Scrap-books.

Vegetable charts.

Charts illustrating composition of different foods. Contribution of different foods to body.

9. Art

Health poster. Pictures—good and bad posture. Change in posture made by parts attached with paper fasteners. Letters—cut, colored. "Drink Milk."

Health Habit Calendar—a good habit for each month. September—sleep well, etc.

Section V—Daily Inspection and Record of Health Habits**DAILY INSPECTION**

Daily inspection and individual score cards (health folders) are effective means of keeping up the child's interest in health activities which are to become habits. The morning inspection is not only the opportunity for inculcating and checking up health habits but here the teacher discovers early signs of illness and notices any personal defects in the children. Teachers should write to the State Board of Health for the chart, "Health Guide for Teachers and Parents—Contagious Diseases Among Children."

The following are suggested as the activities about which the children are questioned and inspected and the record kept.

1. Washing hands before each meal.
2. Washing face, ears and neck and cleaning finger nails.
3. Bathing (full warm bath) at least twice a week.
4. Brushing teeth every night and morning. (Inquire daily as to ownership of individual toothbrush. Ask this question until *all* have brushes.)
5. Sleeping ten, eleven or twelve hours (according to age) with windows open.
6. Drinking at least four glasses of water, one before breakfast.
7. Drinking at least two glasses of milk.
8. Drinking no tea or coffee.
9. Attending toilet at a regular time.
10. Eating wholesome food, eating slowly and chewing well. (See lists of food, pages 520, 521. Breakfast should include cooked cereal.)

11. Carrying a handkerchief.
12. Care about spitting, using handkerchief when coughing and sneezing.
13. Playing one hour in open air.
14. Neatness in clothes, shoes, hair, books.
15. Taking ten deep breaths daily.
16. Keeping fingers, pencils and unclean things out of mouth and nose.

The success of this inspection depends upon the originality and initiative of the teacher in making the children feel responsible for carrying out their daily duties, in keeping up the interest and making the work a pleasure, together with securing the hearty coöperation of the home. Visits to the home and definite information given the parents as to what the school is trying to do to arouse their interest and activity in assisting in the health work. A letter giving the health habits to be established and expressing the attitude of the school has been found effective. Such a letter is given in the pamphlet, *Health Education*, No. 10, pages 16-17, published by the Bureau of Education, Washington, D. C.

Personal inspection by the teacher should be made. For added interest, one child may be made captain of a row, and thus unite the children's efforts to become the banner row in playing health games.

Provide a place and the means for children who need to give immediate attention to personal cleanliness at school. Soap, water and individual toweling are essentials of every school. Tactful coöperation and visits to the home will be needed in many cases in making a beginning in personal health habits.

The score card carries a list of the duties and space for the monthly measure and weight record. It should provide space for the child's daily record for a month. In keeping this record, it is usually easier to enter omissions. In many schools the records for Saturday and Sunday and holidays are not included, as the children may not "really remember." The record cards are kept at school and are marked by the teacher in the first and second grades; in grades above the second by the pupils, under the direction of the teacher. The teacher can make from this "daily record of health rules obeyed" yearly record (by months) for each child. The daily reporting keeps the health rules before the child's attention and the regular weighing of the children gives the accurate check as to results.

At the end of the month the health folder should be sent home with the child's regular report and returned with the signature of the parent. The grade on hygiene on the regular monthly report will be based on the record of the health score card.

In the grammar grades the responsibility for personal cleanliness should more and more be assumed by the children. The health habits practiced in the primary grades will require throughout all grades eternal vigilance to make them automatic, and it is for this reason that inspection is invaluable, but let it be the children's responsibility. Informal health clubs, the teacher's interest and the personal coöperation of the principal and superintendent furnish motive and afford opportunities for the children to take the initiative in the health work, which will result in daily action and the formation of right habits.

The Modern Health Crusade furnishes attractive material and suggestions which teachers will find helpful in their daily inspection, but all plans and devices should be adapted to suit the special needs of the children as the teacher through her personal knowledge sees them. For information concerning the Modern Health Crusade write to National Tuberculosis Association, 370 Seventh Avenue, New York.

Hours of Sleep for Different Ages*

| <i>Age</i> | <i>Hours of Sleep</i> |
|---------------|-----------------------|
| 5 to 6 | 13 |
| 6 to 8 | 12 |
| 8 to 10..... | 11½ |
| 10 to 12..... | 11 |
| 12 to 14..... | 10½ |
| 14 to 16..... | 10 |
| 16 to 18..... | 9½ |

*Dr. Thomas Wood, Chairman of Committee on Health Problems of the National Council of Education.

SCORE CARD FOR HEALTH HABITS

| | Sun. | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. |
|--|------|------|-------|------|--------|------|------|
| 1. Washing hands before each meal. | | | | | | | |
| 2. Washing face, ears, and neck, and cleaning nails. | | | | | | | |
| 3. Bathing (full warm bath) at least twice a week. | | | | | | | |
| 4. Brushing teeth every night and morning. | | | | | | | |
| 5. Sleeping ten, eleven, or twelve hours (according to age) with windows open. | | | | | | | |
| 6. Drinking at least four glasses of water, one before breakfast. | | | | | | | |
| 7. Drinking at least two glasses of milk. | | | | | | | |
| 8. Drinking no tea or coffee. | | | | | | | |
| 9. Attending toilet at regular time. | | | | | | | |
| 10. Eating wholesome food, eating slowly and chewing well. | | | | | | | |
| 11. Carrying a handkerchief. | | | | | | | |
| 12. Care about spitting, using handkerchief when coughing and sneezing. | | | | | | | |
| 13. Playing at least one hour in open air. | | | | | | | |
| 14. Neatness in clothes, shoes, hair, books. | | | | | | | |
| 15. Taking ten deep breaths daily. | | | | | | | |
| 16. Keeping fingers, pencils, and unclean things out of mouth and nose. | | | | | | | |
| Monthly Measure and Weight Record | | | | | | | |

Cards should be provided with sufficient spaces for a month's record.

HEALTH CLUBS

In grades five, six and seven health habits may be inculcated by group action. Every schoolroom should have a health club in which there is the incentive of friends doing the same thing. Here we have the social unit of the entire school, including the teacher, reaching out to raise health standards of the school and the community, thereby impressing pupils with responsibility to others. An effective interest in public as well as personal health is thus obtained.

In the health clubs the children elect their own officers, consisting of a president, vice-president, secretary and health club captains. The president puts to the room daily a series of questions regarding personal health habits and the captains or inspectors report as to the number of pupils in the team or row entitled to credit for the observance of health rules. Part of the duties of the officers may be a daily inspection and record of the condition of the toilets, drinking fountains or coolers, heat, ventilation, light and floors. They may look out for obscene markings on walls, refuse on grounds and damage to desks or school property. They will insist on each pupil having an individual drinking cup when necessary, and see that paper towels, soap and a place to wash hands are provided by the school authorities. They may read thermometer and regulate temperature and ventilation of room, arrange shades, care of blackboard. A committee on health programs and entertainments may be appointed and "campaign yells" given, to fit the special pieces of work undertaken in the fly campaign, the clean street work, etc.

Pennants and certificates are sometimes awarded to the winning team, and in many places a health pageant or play brings the year's work to a close.

Excellent suggestions and details of organization for health clubs are given in the bulletin, "Suggestions for a Program for Health Teaching in the Elementary Schools," Bureau of Education, Department of the Interior, Washington, D. C., price ten cents a copy. Teachers should have a copy of this helpful bulletin. The Course of Study for Health Instruction for the Detroit Public Schools gives most helpful and practical plans for health clubs, Board of Education, Detroit, Mich., price sixty cents.

SUGGESTED HEALTH PROJECTS

Excellent suggestions for projects are found in—

Course of Study in Health Instruction for Elementary Grades,
Public Schools, Detroit, Mich.

Project Curriculum—Wells. *Lippincott Co.*, Philadelphia, Pa.

1. Weight Project*

A weight project as developed in one school is outlined as follows:

CHILD'S PROJECT.

1. Object. To find out whether I weigh what a healthy boy (or girl) of my height and age should weigh, and to work to maintain my health and normal growth, or to bring myself up to the standard in weight and health.

*Health for School Children, School Health Studies, No. 1, Federal Bureau of Education, Washington, D. C.

2. What I Need to Know and Do.

- a. What the standard weight for my height and age is.
- b. How to weigh myself and to weigh regularly to see how rapidly I am coming up to the standard. (Children in the lower grades should be weighed by the teacher; all weighing should be supervised by the teacher.)
- c. What I need to find out about foods in order that I may gain. What I should eat for my breakfast; amount and kind of food. What I should have for my supper and dinner; amount and kind of food.
- d. To learn what other things I need to do to gain weight.
- e. To learn the injurious habits I need to avoid.

Holding athletic meets or a running game series, strengthening the feet, improving posture, preserving good teeth, caring for nails and skin, or improving the appearance, all constitute subjects around which may be built useful and interesting health projects.

2. Problem—How to Get Rid of the House Fly

- a. Situation (stimulation)—Summer is coming and how much more pleasant and healthy it would be if there were no flies. If the whole school worked together, could flies be lessened about the school and the homes?
- b. Pupil Activity—To learn how flies are harmful to the health of the community as germ carriers. To learn how they multiply fastest and how to prevent this. To make swatters and see that they are used.
- c. Generalization—A report on the success or failure of the "anti-fly" campaign, with recommendations for the future. See, "The Project Method of Teaching," by Stevenson, page 215.

REFERENCES

For Teachers

1. Suggestions for Health Teaching in Elementary Schools—Health Education, No. 10.
2. Health for School Children—School Health Studies, No. 1.
Both of the above—Bureau of Education, Washington, D. C.
3. See List for Primary Grades—given at the end of Section III.
4. Methods of Health Instruction in the Fourth, Fifth and Sixth Grades, January and March, 1922, issues of the Elementary School Journal, University of Chicago, Chicago, Ill.
5. Teaching Hygiene in the Grades—Andress. *Houghton-Mifflin Co.*, New York.
6. School Sanitation and Decoration—Bailey. *D. C. Heath & Co.*, New York.
7. The Posture of School Children—Bancroft. *The Macmillan Co.*, New York.
8. Health Work in Rural Schools—Andress. *Houghton-Mifflin Co.*, New York.

9. The Hygiene of the School Child—*Terman*. Houghton-Mifflin Co., New York.
10. Healthful Schools—*Wood*. Houghton-Mifflin Co., New York.
11. School Hygiene (Sanitation and School Plant)—*Dresslar*. Macmillan Co., New York.
12. Bulletins from State Board of Health, Raleigh, N. C.

For Use With Children

1. Four Plays (For children to act)—American Child Health Association, 370 Seventh Avenue, New York City.
2. A Child's Book of the Teeth—*Ferguson*. World Book Co., New York.
3. A Journey to Health Land (Grades 3 and 4)—*Andress*. Ginn & Co., New York.
4. The Boys and Girls of Wake-Up Town (Grades 4 and 5)—*Ginn & Co.*
5. Health Habits—*O'Shea and Kellogg*. Macmillan Co., New York.
6. Emergencies—*Gulick*. Ginn & Co., New York.
7. Good Health—*Jewett*. Ginn & Co., New York.
8. Modern Health Crusade Material and Plays—*American Child Health Association*, 370 Seventh Avenue, New York.
9. A Pageant of Civilization (Food)—free—*New Jersey Tuberculosis League*, Newark, N. J.
10. A Pageant of Health—free—*New Jersey Tuberculosis League*, Newark, N. J.

Section VI—A Survey of the Health Condition of the Children*

Before an intelligent physician administers treatment to a patient he first exhausts every effort humanly possible to find out exactly what is the trouble with the patient. So, it is the duty of a teacher, when assuming responsibility for a single grade or a fifty-teacher school, to first make a survey of the physical condition of the children over which the teacher is to stand for so many hours a day several months in the year in place of the parent. For such a survey to be worth the effort the teacher must first possess the information necessary to know how to conduct it intelligently. There is nothing difficult or mysterious about this. A sympathetic interest and a convincing desire to help the children is 90 per cent of the requirements.

In setting forth the following description of the kind of survey which should be made, it applies equally to the modernly equipped city school having special trained school nurses, physicians and other aids; and to the poorly equipped one-teacher county school in a county having neither nurse or health officer. In both cases the teacher is the final arbiter and the one on whom most of the responsibility must rest.

The teacher should take the matter up quietly and systematically, and do the job thoroughly.

*Prepared by Dr. G. M. Cooper of the State Board of Health.

Knowledge of Home Conditions

As the home conditions and surroundings of the child always reflect his capacity for "getting on" at school, the first thing is to ascertain if both parents are living and healthy, if the brothers and sisters are all "well" and normal. If they live in their own home or on their own farm. If on a farm if they have "lots" of chickens and pigs, and if they get plenty of milk, and if all the family drink fresh milk every day, whether in town or living on farm. Find out which children have had all the so-called contagious diseases of childhood, as measles, and which have not; and, therefore, know in advance how the grade or school would fare in an epidemic. Ascertain which children were protected through vaccination against smallpox and which were not. Carefully record all this information and keep a copy of it at hand whether having to do so or not. The State Board of Health will always furnish blanks free of charge on request for this purpose.

Testing Vision and Hearing

Naturally each schoolroom, to seat 40 or 50 pupils, must be so large that many children will have to sit considerable distance from the blackboard and the teacher's desk; therefore, one of the most important things to do right in the beginning is to test each child's vision and hearing. Obviously a child with deficiency in vision or hearing would not see the blackboard at a distance or hear directions or instructions by the teacher, and so all such children should be seated at the front of the schoolroom. Instead of writing out full instructions here for testing vision or hearing, although both are simple, it would be better for the teacher to simply request from the State Board of Health, Raleigh, N. C., a free supply of cards, pamphlets of instruction and Snellen test letters. A simple postal card request is sufficient to obtain accurate instruction.

Measuring and Weighing

Next in importance is to obtain accurate height and weight for each child. In this connection it is very desirable that each school should have a set of accurate weighing scales. The Winchester Surgical Supply Company, of Charlotte, N. C., sells a little set of scales known as a Health-O-Meter, which is easy and light to handle, weighs up to 250 pounds, and sells for about \$15.00. The best manner to get correct height of a child is to remove shoes and have him stand erect in stocking feet with back against wall, preferably against a straight, smooth plank, like a door post. The height from the floor to top of head should be recorded in inches. Care should be exercised in holding something like a rule at exactly right angles over head so end will not tip up or down too much, as a mistake of more than an inch is easily made through carelessness at this point. The height and weight of each child should be carefully secured regularly once a month. The weight should be compared with normal weight of a child of certain height and stated age of child. A copy of the height and weight chart by Dr. Thomas D. Wood is published here through courtesy of the American Child Health Association.

Table of Heights and Weights of Children

| AGE | BOYS | | GIRLS | | AGE | BOYS | | GIRLS | |
|---------|------------------|------------------|------------------|------------------|---------|------------------|------------------|------------------|------------------|
| | HEIGHT | WEIGHT | HEIGHT | WEIGHT | | HEIGHT | WEIGHT | HEIGHT | WEIGHT |
| | <i>Inches</i> | <i>Pounds</i> | <i>Inches</i> | <i>Pounds</i> | | <i>Inches</i> | <i>Pounds</i> | <i>Inches</i> | <i>Pounds</i> |
| Birth | 20.6 | 7.6 | 20.5 | 7.16 | 33 mos. | 36 $\frac{1}{8}$ | 30 $\frac{5}{8}$ | 35 $\frac{5}{8}$ | 29 $\frac{1}{8}$ |
| 3 mos. | 23 $\frac{1}{2}$ | 13 | | | 34 mos. | 36 $\frac{1}{2}$ | 31 $\frac{7}{8}$ | 36 $\frac{1}{2}$ | 30 $\frac{1}{8}$ |
| 6 mos. | 26 $\frac{1}{2}$ | 18 $\frac{3}{4}$ | 25 $\frac{7}{8}$ | 16 $\frac{3}{4}$ | 35 mos. | 36 $\frac{3}{4}$ | 31 $\frac{7}{8}$ | 36 $\frac{1}{2}$ | 30 $\frac{1}{4}$ |
| 7 mos. | 27 $\frac{1}{4}$ | 19 $\frac{1}{8}$ | 26 $\frac{1}{2}$ | 17 $\frac{3}{8}$ | 36 mos. | 37 $\frac{1}{8}$ | 32 $\frac{1}{4}$ | 36 $\frac{3}{4}$ | 30 $\frac{1}{2}$ |
| 8 mos. | 27 $\frac{5}{8}$ | 19 $\frac{3}{4}$ | 27 | 18 $\frac{1}{4}$ | 37 mos. | 37 $\frac{3}{8}$ | 32 $\frac{1}{4}$ | 36 $\frac{3}{4}$ | 30 $\frac{3}{4}$ |
| 9 mos. | 28 $\frac{1}{8}$ | 20 $\frac{3}{8}$ | 27 $\frac{5}{8}$ | 19 $\frac{1}{8}$ | 38 mos. | 37 $\frac{1}{2}$ | 32 $\frac{3}{8}$ | 37 | 31 |
| 10 mos. | 28 $\frac{1}{2}$ | 20 $\frac{7}{8}$ | 27 $\frac{7}{8}$ | 19 $\frac{1}{2}$ | 39 mos. | 37 $\frac{7}{8}$ | 33 $\frac{1}{8}$ | 37 $\frac{1}{4}$ | 31 $\frac{5}{8}$ |
| 11 mos. | 29 | 21 $\frac{3}{8}$ | 28 $\frac{3}{8}$ | 20 $\frac{1}{8}$ | 40 mos. | 38 $\frac{1}{2}$ | 33 $\frac{1}{2}$ | 37 $\frac{1}{2}$ | 32 |
| 12 mos. | 29 $\frac{3}{8}$ | 21 $\frac{7}{8}$ | 28 $\frac{7}{8}$ | 20 $\frac{3}{4}$ | 41 mos. | 38 $\frac{5}{8}$ | 33 $\frac{5}{8}$ | 37 $\frac{3}{4}$ | 32 $\frac{1}{4}$ |
| 13 mos. | 29 $\frac{7}{8}$ | 22 $\frac{7}{8}$ | 29 $\frac{3}{8}$ | 21 $\frac{3}{8}$ | 42 mos. | 38 $\frac{5}{8}$ | 33 $\frac{3}{4}$ | 38 | 32 $\frac{1}{2}$ |
| 14 mos. | 30 $\frac{1}{4}$ | 23 $\frac{3}{4}$ | 29 $\frac{1}{2}$ | 21 $\frac{5}{8}$ | 43 mos. | 38 $\frac{3}{4}$ | 33 $\frac{3}{4}$ | 38 $\frac{1}{4}$ | 32 $\frac{3}{4}$ |
| 15 mos. | 30 $\frac{3}{4}$ | 23 $\frac{5}{8}$ | 30 $\frac{1}{8}$ | 21 $\frac{7}{8}$ | 44 mos. | 38 $\frac{7}{8}$ | 34 $\frac{1}{4}$ | 38 $\frac{1}{2}$ | 33 |
| 16 mos. | 31 $\frac{1}{8}$ | 24 $\frac{1}{8}$ | 30 $\frac{1}{2}$ | 22 $\frac{5}{8}$ | 45 mos. | 39 | 34 $\frac{1}{2}$ | 38 $\frac{1}{2}$ | 33 $\frac{1}{4}$ |
| 17 mos. | 31 $\frac{3}{8}$ | 24 $\frac{1}{2}$ | 30 $\frac{3}{4}$ | 22 $\frac{7}{8}$ | 46 mos. | 39 | 34 $\frac{3}{4}$ | 38 $\frac{3}{4}$ | 33 $\frac{1}{2}$ |
| 18 mos. | 31 $\frac{3}{4}$ | 24 $\frac{5}{8}$ | 31 $\frac{1}{8}$ | 23 $\frac{3}{8}$ | 47 mos. | 39 $\frac{1}{4}$ | 35 $\frac{3}{4}$ | 38 $\frac{7}{8}$ | 33 $\frac{1}{2}$ |
| 19 mos. | 32 $\frac{1}{4}$ | 25 $\frac{1}{2}$ | 31 $\frac{1}{2}$ | 23 $\frac{3}{4}$ | 48 mos. | 39 $\frac{1}{2}$ | 35 $\frac{5}{8}$ | 39 | 33 $\frac{3}{4}$ |
| 20 mos. | 32 $\frac{5}{8}$ | 25 $\frac{3}{4}$ | 32 | 24 $\frac{1}{8}$ | 5 yrs. | 41.6 | 41.1 | 41.3 | 39.7 |
| 21 mos. | 32 $\frac{7}{8}$ | 25 $\frac{3}{4}$ | 32 $\frac{1}{4}$ | 24 $\frac{3}{4}$ | 6 yrs. | 43.8 | 45.2 | 43.4 | 43.3 |
| 22 mos. | 33 $\frac{1}{4}$ | 26 $\frac{7}{8}$ | 32 $\frac{5}{8}$ | 25 $\frac{1}{4}$ | 7 yrs. | 45.7 | 49.1 | 45.5 | 47.5 |
| 23 mos. | 33 $\frac{5}{8}$ | 27 $\frac{3}{8}$ | 32 $\frac{7}{8}$ | 25 $\frac{5}{8}$ | 8 yrs. | 47.8 | 53.9 | 47.6 | 52 |
| 24 mos. | 33 $\frac{3}{4}$ | 27 $\frac{1}{8}$ | 33 $\frac{3}{8}$ | 26 $\frac{3}{8}$ | 9 yrs. | 49.7 | 59.2 | 49.4 | 57.1 |
| 25 mos. | 34 | 27 $\frac{7}{8}$ | 33 $\frac{3}{4}$ | 26 $\frac{7}{8}$ | 10 yrs. | 51.7 | 65.3 | 51.3 | 62.4 |
| 26 mos. | 34 $\frac{1}{8}$ | 28 $\frac{1}{4}$ | 33 $\frac{7}{8}$ | 27 $\frac{1}{4}$ | 11 yrs. | 53.3 | 70.2 | 53.4 | 68.8 |
| 27 mos. | 34 $\frac{3}{4}$ | 29 | 33 $\frac{7}{8}$ | 27 $\frac{1}{4}$ | 12 yrs. | 55.1 | 76.9 | 55.9 | 78.3 |
| 28 mos. | 35 $\frac{1}{8}$ | 29 $\frac{1}{8}$ | 34 $\frac{5}{8}$ | 27 $\frac{3}{4}$ | 13 yrs. | 57.2 | 84.8 | 58.2 | 88.7 |
| 29 mos. | 35 $\frac{3}{8}$ | 29 $\frac{1}{4}$ | 34 $\frac{3}{4}$ | 27 $\frac{3}{4}$ | | | | | |
| 30 mos. | 35 $\frac{3}{8}$ | 29 $\frac{1}{2}$ | 34 $\frac{7}{8}$ | 28 $\frac{1}{4}$ | | | | | |
| 31 mos. | 35 $\frac{1}{2}$ | 30 $\frac{1}{2}$ | 35 $\frac{1}{8}$ | 28 $\frac{3}{4}$ | | | | | |
| 32 mos. | 36 | 30 $\frac{5}{8}$ | 35 $\frac{3}{8}$ | 29 | | | | | |

Also the following table is suggested as desirable for each schoolroom. One typewritten card, 2 inches by 3 inches for each child, is sufficient for the school year. A copy of this card should be sent to the parent of each child every month along with the report covering Mental Standing and Conduct.

Height and Weight Record

Name of child..... Year.....

| MONTH | HEIGHT IN INCHES | STANDARD HEIGHT FOR AGE | WEIGHT | STANDARD WEIGHT | SHOULD GAIN |
|----------------|------------------|-------------------------|--------|-----------------|-------------|
| September..... | | | | | |
| October..... | | | | | |
| November..... | | | | | |
| December..... | | | | | |
| January..... | | | | | |
| February..... | | | | | |
| March..... | | | | | |
| April..... | | | | | |
| May..... | | | | | |
| June..... | | | | | |

NOTE.—A range of 10 per cent above or below is considered within normal requirements.

For all children more than 10 per cent below normal weight for the age and height careful inquiry should be made as to family or hereditary characteristics, that is whether the "folks" are "slender" or "lean" or "fat," and due allowance made for family characteristics, before jumping at the conclusion that a child is undernourished.

Children's Food Habits

An important item for the teacher to learn just here is definite facts about the child's "food habits." Does he take fresh milk every day in sufficient quantity, together with an abundant supply of other nourishing food suitable for a child's diet?

Condition of Teeth

Following this question naturally the next thing to know is the condition of the teeth. Are all teeth sound and clean, or does the child need dental service? Does he own and use a tooth-brush every day? Does he know that his sixth-year molars are permanent teeth, and will not be replaced if lost.

Enlarged Tonsils and Adenoids

Does child lose time from school often on account of sore throat? Do tonsils often swell and make talking or swallowing difficult? Does child breathe through mouth?

Other Defects

Does he look sallow and pale and anemic, as well as being underweight? Does he cough too much? Examine for skin eruptions such as itch or chronic sores. Examine hair for pediculosis, where suspicion is at all aroused. Deformities in limbs and complaint of trouble or pain or weakness in bones or joints should be most carefully examined.

All defects of every description, except teeth, should be discussed personally and privately with each child. This applies equally to all inquiries concerning food and family habits. Many children are sensitive and their parents more so, thus extreme care and tact should be exercised in order to help the child by procuring all available information, but at the same time it must be done without injuring the child's "feelings."

FOLLOW-UP WORK*

The most indispensable and helpful duty a teacher can perform, and one that will do more lasting good than any effort of school work is through personal endeavor to be the means of bringing about relief to the physically handicapped child. Let it also be stated here that unless the teacher does bring about measures of relief fully 75 per cent of such children will carry their handicap on through life. The most effective manner in which to undertake this job is through personal visits to the parents, pointing out, first the necessity, and second, the great advantage to the child. Information coupled with convincing argument, making plain the motive—solely for the benefit of the child. In matters of faulty diet resulting in malnutrition information is often all the parent needs to remedy the condition speedily. The teacher should proclaim everywhere and all the time the necessity for plenty of fresh milk in the dietary of the child. In the country this should take the form of urging a cow, a garden and plenty of poultry. At the sug-

*Prepared by Dr. G. M. Cooper of the State Board of Health.

gestion of the teacher faulty eating habits of children are often corrected by the children themselves. This subject should receive attention with the monthly weighing and measuring exercises. Sample diets for children are given on pages 520, 521. Give these to parents. Encourage their use. Where it is impossible to bring about improvement in diet in their homes, special nutrition classes may be organized, and milk in half-pint quantities served at school twice a day at about 10:30 a. m. and 3 p. m. This may be easily supervised by one of the teachers or an advanced pupil in the small schools, where the services of a nurse is not available. Funds may be provided from various sources, as from sale of Christmas Seals, betterment associations and so on.

Good breathing habits and better posture, and thus better physical development may be easily brought about through the setting-up exercises and drills, together with proper desks.

It is often very easy, where the teacher has the "will to do" to get parents to take their children to dentists or specialists for correction of physical defects; where parents are able, and where specialists and dentists are conveniently located. However, a majority of schools are located in places where dental service is hard to get and remote from specialists. Again a majority of defective children have parents financially unable to provide their children with proper professional assistance. It is just here that a persistent teacher in dead earnest can do a great deal for such children. And the way it can be done is to persistently call attention to the county health authorities, especially the County Superintendent of Schools, who is Secretary of the County Board of Health, and the county physician to such children's needs, stressing every time the responsibility, legal and moral, of those individuals responsible. There is not a defective child in North Carolina who would be neglected longer than sixty days from this date if every teacher and county health official would perform his or her full duty. It is a grave responsibility. The good teacher will never rest as long as there is left in his or her school a single child needing special treatment or help.

"DIET FOR SCHOOL CHILDREN"*

HEALTH EDUCATION No. 2

The conservation of the health of the child is more important than the conservation of food.

Every child should have at least one pint of milk a day, either to drink or in his food. It is the very best food there is. He should drink plenty of water between meals. *Children should not drink tea or coffee.*

There should be plenty of bread and cereals, particularly oatmeal and whole-wheat breads. These are better for the growing children than white bread.

Children cannot be healthy and strong unless they have plenty of vegetables every day. Fresh vegetables are to be preferred, but when these are unobtainable, dried or canned vegetables should be given. Fruits are necessary and should be given every day, if possible.

Fish may be substituted for meat, and eggs at 50 cents a dozen should not be considered a luxury when over 40 cents a pound is paid for meat.

Milk, vegetables, and cereals are more necessary than meat, and should be provided first.

*By Lucy H. Gillett, Bureau of Education, Department of the Interior.

Sample WINTER Diet for a Week for Children 7 to 12 Years

| BREAKFAST | DINNER | SUPPER |
|---|--|---|
| Oatmeal, $\frac{2}{3}$ cup, with milk. Bread and butter, 2 to 3 slices. Baked apple, 1. Milk to drink, 1 glass. | Roast lamb, small slice; baked potatoes. Beets, onions, or oyster plant, 2 to 3 tablespoon- fuls. Bread and butter, 2 to 3 slices. Rice pudding, 2 to 3 table- spoonfuls. | Scrambled egg, 1. Bread and butter, 2 to 3 slices. Oatmeal cookies, 1 to 2. Milk to drink, 1 glass. |
| Hominy, $\frac{2}{3}$ cup, with milk. Bread and butter, 2 to 3 slices. Bacon, 1 slice. Cocoa with milk, 1 cup. | Vegetable soup, with carrots, beans, onions, 1 cup. Spinach with poached egg. ¹ Corn bread and butter, 2 to 3 slices. Dates, 4 to 5. | Baked potato, 1. Bread and butter, 2 to 3 slices. Stewed apricots, 2 to 3 table- spoonfuls. Cottage cheese, ¹ 1 tablespoon- ful. |
| Cornmeal, $\frac{1}{2}$ to $\frac{3}{4}$ cup, with milk. Toast and butter, 2 to 3 slices. Orange. Milk to drink, 1 glass. | Rice and meat loaf, small portion. Stewed tomatoes, 2 to 3 tablespoonfuls. Bread and butter, 2 to 3 slices. Baked Indian pudding, 2 tablespoonfuls. | Rice and milk, $\frac{1}{2}$ cup. Creamed carrots or celery. Fruit cookies, 1 to 2. Bread and butter, 3 to 4 slices. |
| Oatmeal, $\frac{2}{3}$ cup, with milk. Bread and butter, 2 to 3 slices. Stewed prunes or figs, 3 to 4. Cocoa with milk, 1 cup. | Beef stew with vegetables, small portion. Bread and butter, 3 to 4 slices. Rice pudding or custard, 2 to 3 tablespoonfuls. | Corn bread and sirup, 2 to 3 pieces. Macaroni, with tomatoes, 2 to 3 tablespoonfuls. Bread, 2 to 3 slices, and pea- nut butter, $\frac{1}{2}$ tablespoon- ful. Cocoa with milk, 1 cup. |
| Force or corn flakes, 1 to 2 cups, and milk. Bread and butter, 2 to 3 slices. Bacon, 1 slice. Milk to drink, 1 glass. | Chicken, small slice. Mashed potatoes, 2 to 3 tablespoonfuls. Creamed carrots or onions, 2 to 3 tablespoonfuls. Bread and butter, 2 to 3 slices. Ginger bread, 1 small piece, with thin cream. Milk, 1 glass. | Milk toast, 2 to 3 slices. Cottage cheese, 1 tablespoon- ful. Stewed prunes, 4 to 5. Cookies. |
| Pettijohn or malt breakfast food, $\frac{2}{3}$ cup with milk. Bread and butter, 2 to 3 slices. Soft egg. Milk to drink, 1 glass. | Creamed or fresh broiled fish, small portion. Baked sweet potato, 1. Bread and butter, 2 to 3 slices. Baked apple, 1. | Spinach or bean soup, 1 cup. Baked potato, 1. Corn bread and butter, 2 pieces. Milk to drink, 1 glass. |
| Cornmeal, $\frac{2}{3}$ cup, and milk. Toast and butter, 2 to 3 slices. Orange. Cocoa with milk, 1 cup. | Lamb stew with vegetables, small portion. Boiled potato, 1. Bread and butter, 2 to 3 slices. Bread or rice pudding, 2 to 3 tablespoonfuls. | Celery soup with milk, 1 cup. Bread and butter, 2 to 3 slices. Custard or junket, $\frac{1}{2}$ cup. Ginger cookies, 1 to 2. |

¹ Toward spring, when eggs are abundant, they may be given more frequently, replacing some meat. Cottage cheese should be made at home, or only the best grade purchased. It should be used only when fresh.

Sample SUMMER Diet for a Week for Children 7 to 12 Years

| BREAKFAST | DINNER | SUPPER |
|--|---|--|
| Oatmeal, $\frac{1}{2}$ to $\frac{3}{4}$ cup, with milk. Stewed fruit, 2 to 3 tablespoonfuls. Bread and butter, 2 to 3 slices. Milk to drink, 1 glass. | Lamb stew, with vegetables, small portion. Squash or string beans, 2 to 3 tablespoonfuls. Bread and butter, 2 to 3 slices. Bread pudding, 2 tablespoonfuls. | Potato soup, with milk, 1 cup. Poached egg on toast. Brown bread and butter, 2 to 3 slices. Stewed prunes, 4 to 5. Milk to drink, 1 glass. |
| Force or corn flakes, 1 cup, with milk. Egg. Brown bread and butter, 2 to 3 slices. Milk to drink, 1 glass. | Chicken with rice, small portion. Mashed potato, 2 or 3 tablespoonfuls. Dandelion greens, or boiled onions, 2 to 3 tablespoonfuls. Stewed fruit, 2 to 3 tablespoonfuls. Bread and butter, 2 to 3 slices. | Spinach soup with milk, 1 cup. Corn bread and sirup, 2 to 3 pieces. Cottage cheese, 1 level tablespoonful. Ginger cookies, 1. |
| Hominy, $\frac{1}{2}$ to $\frac{3}{4}$ cup, with milk. Toast and butter, 2 to 3 slices. Baked banana, 1. Milk to drink, 1 glass. | Bacon, 1 slice. Poached egg and spinach. Spaghetti with tomatoes, 2 to 3 tablespoonfuls. Green peas or string beans, 2 to 3 tablespoonfuls. Bread and butter, 1 to 2 slices. | Corn flakes, 1 to 2 cups, with milk. Puree of lima beans, $\frac{2}{3}$ cup. Ginger cookies, 1 to 2. Milk to drink, 1 glass. |
| Cornmeal, $\frac{1}{2}$ to $\frac{3}{4}$ cup, with sirup. Scrambled egg, 1. Bread and butter, 2 to 3 slices. Milk to drink, 1 glass. | Rice pudding, 1 to 2 tablespoonfuls. Hamburg steak, 1 small ball. Stewed potatoes, 2 to 3 tablespoonfuls. New beets and beet-top greens, 2 to 3 tablespoons. Stewed fruit, 2 to 3 tablespoonfuls. Bread and butter, 2 to 3 slices. | Milk toast or rice, $\frac{1}{2}$ cup, with milk. Baked potato, 1. Bread and butter, 2 to 3 slices. Milk to drink, 1 glass. |
| Shredded wheat, 1, with milk. Corn bread and butter, 2 pieces. Apple sauce or stewed pears, 2 to 3 tablespoonfuls. Milk to drink, 1 glass. | Fish or clam chowder, $\frac{3}{4}$ cup, or egg. New beets or spinach, 2 to 3 tablespoonfuls. Boiled potato. Bread and butter, 2 to 3 slices. Custard or junket, $\frac{1}{2}$ cup. | Oatmeal soup, 1 cup. Squash, chard, or carrots, 2 to 3 tablespoonfuls. Stewed fruit, 2 to 4 tablespoonfuls. Bread and butter, 2 slices. Milk to drink, 1 glass. Plain cookies, 1. |
| Force or corn flakes, 1 to 2 cups, with milk. Poached egg on toast. Brown bread and butter, 2 to 3 slices. Milk to drink, 1 glass. | Lamb hash or veal cutlet, small portion. String beans, 2 tablespoonfuls. Baked potato. Bread and butter, 2 to 3 slices. Apple sauce, 2 to 4 tablespoonfuls. | Rice and milk, $\frac{2}{3}$ cup. Cornbread and butter, 2 slices. Ginger cookies, 1 to 2. Milk to drink, 1 glass. |
| Rice, $\frac{1}{2}$ cup with milk. Bread and butter, 2 to 3 slices. Stewed fruit, 2 to 3 tablespoonfuls. Milk to drink, 1 glass. | Dried pea or bean soup, 1 cup. Bread and butter, 2 to 3 slices. Baked potato. Lima beans or new beets, 2 tablespoonfuls. Ice cream or fruit sherbet, 2 tablespoonfuls. | Baked potato, 1. Poached egg on toast, 1. Stewed prunes, 4 to 5. Plain cookies, 1 to 2. Milk, 1 glass. |

For the younger children use more milk and less meat.

Section VII—School Lunches*

A noted writer in an article in a national woman's magazine has said there was one thing women through their clubs could, and should "always fight for, and that is warm school lunches for all school children." That is true. And it is equally as necessary to fight for sensible nutritious lunches, with the welfare of the children the first and only consideration. Cold ham sandwiches may be good diet for those engaged in manual labor, but they are frequently too heavy for little children, and do not contain the proper nourishment and food elements. The same thing applies to prepared mustard and other bought salad dressings, which are condiments pure and simple, and which should have no place in the diet of children.

The ideal school lunch is first and foremost always a glass of fresh sweet milk—better two, that is, one pint served in individual bottles fresh from the dairy unopened, in town schools, and in the country brought in the same manner from home—served with this should be a slice or two of fresh bread for the town school, or a fine wholesome Graham biscuit or two in the country. Hot tomato soup, prepared with milk or hot vegetable soup, is equally available for city or country schools. A hot baked apple eaten with the milk and bread is fine. A large hot baked Irish potato smeared with fresh butter is equally convenient for city or country lunch, and nothing is healthier or finer. If a sandwich must be served, a slice of fine fresh tomato with a leaf or two of fresh lettuce, makes an ideal one, without dressing of any kind. Cocoa may be served not more than once a week in cold weather, provided it is prepared with an abundance of milk, but in the opinion of the writer it is better left off entirely and milk alone adopted as the standard drink altogether. Oranges, ripe raw apples, and raisins are samples of fruit which are excellent to supplement the school lunch. There are various other valuable foods which properly prepared and served properly make excellent menus, such as thoroughly cooked beans, peas, rice, dried peaches, apples, fresh berries, and so on. The main things to consider at all times is seeing that ample time is taken for the lunch; exacting scrupulous cleanliness in food, surroundings, attendants, in fact everything and everybody connected with the service; and finally and most important of all see that milk occupies the most conspicuous place in the school dietary at home, as well as in the school lunch room—a commercial enterprise should not be carried on. The luncheons really ought to be served free to all children, then all would fare alike. The expense could be easily budgeted or provided through betterment associations. The whole enterprise should be regarded as a part of the regular educational responsibility, and such made use of to the fullest extent for the benefit of all the children.

Every teacher should have a copy of the bulletin, "The Lunch Hour at School," *Health Education*, No. 7, Department of the Interior, Bureau of Education, Washington, D. C.

See, also, *Health Education*, No. 2, same address.

*Prepared by Dr. G. M. Cooper, of the State Board of Health.

Section VIII—The Hygiene of the School Program

No school building can be regarded as hygienic if it is not properly heated, ventilated, and lighted, if proper seats are not provided, if the books are not well printed, or if the children are physically injured or retarded in bodily development by their environment. By the same token, no school program can be regarded as hygienic if it requires an undue amount of study, overtaxes the children either physically or mentally, and fails to provide for a proper balance between school work, play, and rest. On the physical side we must see that proper attention is given in the classroom to such things as posture, vision, and hearing; on the mental side it is quite as important that instruction be carefully adapted to the ability, the stage of development, both physical and mental, and to the health and strength of the children.

Children should be graded with careful regard to the stage of mental and physical development which they have reached, regardless of their age in years.

The program and plan of administration of the school should be examined, and so far as possible judged and controlled with reference to its effect upon the health of children and teachers. Some of the most important subjects which arise for consideration in this connection have to do with arrangement of the school day, length of periods, alternation of work and rest; number, length, and character of recesses; number and sequence of subjects; examinations and tests; size of classes; forms of discipline and punishments; extra curricula activities, including home study, etc., the composition and make-up of school texts; and the personality and influence of the teacher.

Pupils in the lower grades should be required to do *very little* home study of assigned lessons, and even in the upper grades home study should not be heavy. Subjects requiring strenuous mental effort, reflection, and memory should be taken up during the early forenoon, leaving the less demanding work for the late forenoon or afternoon. Work and rest, or recreation, should be properly alternated, for work unduly prolonged, whether physical or mental, is sure to result in nerve strain. Brief relaxation periods involving the movement of large muscles should take place between studies involving close mental application where these of necessity follow one another.

Recesses

Frequent out-of-door recesses should be given, so that healthful play and recreation may minimize the effects of confinement in the school room.

During physical exercises the singing period, and at recess open windows from the top and bottom.

Posture

Be critical of posture during all seat work, especially in writing, arithmetic, reading, and drawing. Note distance of the work from the eyes, which should be about 12 inches. Books should be held at right angles to the line of vision.

Text-books

Inspect books frequently to see that they are free from marks, and that mending material is used when needed. Teach a definite place in the desk for each book.

Section IX—Healthful Schools*

A SURVEY OF THE SCHOOL AND GROUNDS FROM A HYGIENIC POINT OF VIEW

Healthy, happy children amidst healthful, attractive surroundings is the teacher's goal, and so she unites her efforts with those of the school authorities and the people of the community in bringing about these conditions. She asks herself, "What can I do to make the building and grounds we now have a healthful, attractive school home, showing daily the proper care and attention?" Helpful suggestions are here given, as well as the essentials of an adequate school plant.

A school plant may be developed in harmony with the enriched Course of Study, and also with an increasing emphasis upon the demands of the entire community. The exterior will represent the best planned structure in the community, and the interior the best of all places for work or recreation or study. Its architecture should possess some individuality, and suggest to the observer the purpose which the building is intended to fulfill. As a model for sanitation, lighting, and ventilation, it should excel. What a contrast this will be from the old schoolhouse, with its forbidding monotonous, dead appearance, its inadequate site, and neglected surroundings.

The promotion of health is now regarded as a community problem. By far the most efficient factor through which to promote health work is the public school. The school building should be a "hall of health." To accomplish this desired end, sanitation, cleanliness, perfect lighting, and cheerfulness must constitute the unvarying law for a school plant. One of the first things to be considered is the proper location of the school upon a generous site. The area required bears a definite ratio to the enrollment of the school, and this can easily be determined.

The School

In a properly designed building, consideration for the mental development of the children is given first consideration. Next to this, facilities for properly directed physical training must be included in the general plan. Games, sports, and outdoor play are growing in favor, rather than formal indoor gymnastic drills. With this idea in view, a detailed statement as to certain features pertaining to location, site and construction follows. These suggestions will be useful to those who have in contemplation a building program.

Site

In choosing a site, the geographical center of the territory to be served should be considered. The center of school population is also equally as important as well as its relation to the adjacent highways. No site should be considered which is not so well drained that standing water and consequent dampness are never in evidence. Outside of the larger towns and cities, an area equivalent to five acres might be determined upon as a minimum. The setting of the school building should receive the highest consideration, for the element of beauty enters very largely into it. Trees or woods

*Prepared by Mr. John J. Blair, Director of Schoolhouse Planning, State Department of Education.

adjacent to one or two sides of the school grounds are most desirable, as they serve as a background for the building, and thus greatly enhance its beauty, and are indispensable as playgrounds for little children. A hill or woods toward the north make an excellent wind-break during the winter season.

Plan of Building

The "L," "T," or "H" type of building is preferable to the solid square building, as they are more easily lighted and ventilated, and much safer in case of fire or panic.

In the open country where there is adequate space, the one-story type of building has proved to be most acceptable. The additional cost of roof is more than offset by the thinner walls and absence of stair towers, which are always expensive. In the course of a year, an astonishing amount of time is saved by not having to use stairs six or eight times during the day. Where this style of building has been adopted and used, it has given the greatest satisfaction to teachers, pupils, and parents, and they would not under any circumstances go back to the two- and three-story type.

Lighting

The best lighting for a school room comes from the east or west, so that the building should be placed and planned accordingly. The window space should equal at least one-fifth of the floor area of the room. The most pleasing and restful form of lighting is obtained, if the bottom of the window is placed about four feet from the floor, and extended as near the ceiling as the height of the window will permit. Windows should be so arranged that the light is from the left of the pupils. Arrangements whereby pupils or teachers must face the light should never be tolerated. Opposite the group of windows, a movable transom should be placed for purposes of cross-ventilation, and indirect lighting in the adjacent corridor.

Tan-colored cloth adjustable shades should be provided for all of the windows through which the sun shines to any considerable extent between nine o'clock a. m. and three o'clock p. m. Care should be taken that shades are properly adjusted.

A blank wall space of five feet should be left to the right of the teacher, and to the left of the class in front. By this precaution, the light which otherwise would be very trying in case a window were placed there will be eliminated.

Large single panes of glass for windows and front doors are to be absolutely avoided. They are easily broken and most expensive and difficult to replace.

Classrooms and Equipment

In planning a classroom, the length of floor and ceiling joist timbers, light, heat, and ventilation should all be considered. A room 21 feet by 30 feet clear of the cloakroom and with a 12-foot pitch is regarded as well-nigh ideal. For a room of this size, 123 square feet of light window space is imperative. Ceilings should be painted light cream, walls cream, or light tan, with a smooth dull finish, so as to be easily cleaned. A sash, 10 inches by 24 inches, of clear glass may be placed on a level with the eye in each classroom door.

Cloak closets of whatever type should be placed in the back of the classroom, and well ventilated. The most satisfactory kind consists of a thin partition built up to the ceiling, and placed so as to give at least three and one-half feet of space from the end wall. This cloakroom should be entered by faced openings (without doors), placed about three feet from each end. A blackboard can be, to good advantage, placed between these two openings. In some instances, where the board is not needed, burlap is used, upon which to display the classroom work.

Inside the cloakroom there should be placed entirely across the end a slat shelf for lunch baskets, packages, etc. Six inches underneath, one or two 1-inch by 3-inch moldings for hat and cloak hooks. The height from the floor of these should depend upon the size and grade of the children who are to occupy the room.

Blackboards

The only permanent form of blackboard is natural slate and this should be so specified in the plan. Service, durability, freedom from reflection of light, absence of all expense for upkeep, will justify the slight difference in cost over different forms of composition and other makeshifts. For first, second, third, and fourth grade rooms, a board three feet wide is adequate. It is not economical to specify a blackboard of more than forty-two inches, even for the high school. Blackboards should never be placed between windows on account of eye-strain, and should be adjusted to the height of the children in the room. For primary classroom the blackboards should be placed from twenty to twenty-four inches from the floor; for intermediate grades from twenty-four to thirty inches; and for the high school from thirty to thirty-six inches.

Erasers and Crayons

Dustless crayons should be used, and a trough covered with light mesh screen should be placed under each blackboard for the erasers to rest upon. To avoid injurious dust, erasers should be cleaned away from the school building by adults, never by the school children.

Desks and Seats

Desks and seats should be adjusted to the size of the children, and some one person in each school building should be definitely charged with the responsibility of seeing that children are seated at desks of the proper size. Feet should rest squarely on the floor, and knees should never be raised above the level of the hips. Never permit children to sit at desks without feet touching the floor—place, if needed, blocks of wood under desk for a rest. Seats should be hollowed to fit the natural curve of the body. The back of the body should rest against the back of the chair. The top of the desk should project slightly over the front of the seat, and should slant about fifteen degrees. Adjustable chair desks are very good.

Playground

Wherever possible, a sufficient level area should be set aside for the larger boys for a combination baseball, football, and track athletic field.

For the older girls, a combination basketball and tennis court, 50 feet by 100 feet, should be carefully constructed. With cinder base for drainage and

with sand-clay surfacing, to prevent washing, and for preserving a level surface, eight-inch boards should be put in the ground with edges level with the surface. These boards should be nailed to stakes two inches by two inches, to prevent their warping out of shape.

For the smaller children, simple forms of playground apparatus should be installed, preferably in the edge of a grove or wood. Equipment should consist of from twelve to twenty-four see-saws, made of one and one-quarter inch boards, dressed, fourteen feet long, ten inches wide, with an eight-foot board bolted on the under side of each for re-enforcement. This form of see-saw is inexpensive, and can be made and mounted by local workmen. In addition to this, the jolly-log, swings, parallel bars, horizontal bar, flying rings, etc., can be included, if finances will permit. The State Department is in a position to furnish blue prints of these and other inexpensive forms of apparatus upon application.

Write to the University of North Carolina, Extension Department, for the bulletin, "Attractive School Grounds."

Water Supply

There should be an abundant supply of pure drinking water, incapable of pollution. To insure a sanitary distribution of water in the school, at least one sanitary drinking fountain should be provided for every seventy children. Where water from the town system is not available, a supply can be obtained from a well by the installation of a pumping system, which consists of a pump, a two-horse power motor (a lighting system motor can be used for this purpose) and pressure tank. Thus fountains may be provided for any rural school without excessive cost. When fountains are not used children should be *required to have individual drinking cups, kept clean.*

Heating and Ventilation

Provision should be made for ventilation of each room through top of window with a glass shelf, if possible, placed at an angle to divert the air currents up to the ceiling. The school room should always receive fresh air coming directly from out-of-doors. The room temperature should be kept at about sixty-five degrees Fahrenheit in all parts of the room. A thermometer should be used. A first class jacketed stove, kept in good condition, should be used where there is no steam or hot-water general heating plant. There is a special stove on the market for about \$135.00 which is admirable for this purpose when properly run.

For buildings of five rooms or more, a low pressure steam or vapor system is economical, easy to operate, and effective as to service. The steam heating system has the advantage of placing the heating units at that part of the room from which the heat distribution can be best controlled. It should be so installed that there will be proper drainage from the radiators, avoiding a pounding of the valves in the classrooms. The best system seems to be the two-pipe gravity or vacuum return system. For installing the boiler, a basement room with at least an eight-foot pitch is necessary.

Lavatories and Toilets

The toilets for boys and girls should be entirely separate and the entrance as far removed from each other as possible. Toilet and washroom facilities should also be provided for teachers on each floor, and special toilet and

lavatory facilities should be made available for special classes. Wherever the toilets are placed, they must be designed so that they may be flooded with sunlight for at least a portion of the day. Separate ventilating systems should be provided for toilet rooms. Windows should be of wired glass or frosted glass, and placed five feet above the floor; walls white or very light and glazed, so as to permit frequent washing. Floors should have a cement foundation with a layer of asphaltum over the cement, should slant and be properly drained, so that they may be easily flushed daily. At least one toilet seat should be provided for every fifteen girls, one toilet seat for every twenty-five boys, and one urinal for every fifteen boys. Separate closets with individual flush should be provided. Lavatories must be placed near all toilets, one wash-basin being provided for every fifteen or twenty children. Liquid or powdered soap and paper towels must be provided in ample quantities, and children must be trained to wash their hands when leaving the toilet room, and always before eating. Toilets must be kept clean, sanitary, and free from all markings.

Septic Tanks. In the country schools where plumbing and fixtures cannot be used, a septic tank system affords a good method of sewage disposal.

Much care should be used in the construction of the tank, the composition of the material, arrangement of the compartments, size of disposal tile, etc. The State Board of Health will, upon application, furnish a bulletin on this subject, giving required specifications.

There cannot be the best of health if pupils are exposed to filthy, unventilated toilet rooms. Provisions should now be in force which comply with the State law, requiring sanitary privies for both sexes, and the teacher should see each day that the places are kept clean.

First-Aid Kit

Part of the equipment of every school should be a First-Aid Kit, ready for use. This may be purchased from the National Red Cross Society, Washington, D. C.

Gymnasium

The cost is always a factor in determining whether a gymnasium will be constructed. There may be (1) a gymnasium, (2) a stage gymnasium, or (3) a combination of auditorium and gymnasium.

The best size for a gymnasium is from fifty feet to sixty feet wide by seventy to ninety feet long, and at least twenty feet in the clear in height. A gymnasium of this size is ample for all games that may be played in it, as well as giving space, at side and ends for those who wish to watch the games. Balconies, supported by rods from the tress-work above, can be installed for this purpose. If the gymnasium is to be used for auditorium purposes, an ample stage at one end should be provided. If the stage is to be used as a gymnasium, the auditorium floor should be inclined. The floor should be of rift pine or maple, and marked for basketball and indoor baseball.

The gymnasium should be located upon the ground floor where it is easily accessible to all parts of the school building and to the public. It should have a store room adjacent and separate dressing rooms and showers, and locker rooms for the boys and for the girls. There should be a mini-

mum of six showers for the girls and twelve dressing booths. If two girls use one booth, this arrangement will provide for a class of twenty-four girls. The partitions should be nonabsorbent and canvas curtains for the doorways. Each student should have a locker for storing street clothes during exercise, and for storing the gymnasium suit between the exercise periods.

Teachers' Rest Room

Rest rooms should be provided for the use of the teachers in the building. These rooms should be well furnished, attractive, and comfortable, with toilet facilities adjoining, and a small stove, electric or oil, on which hot lunches may be prepared.

Health Service Room

Every school building should have at least one room set apart for the use of doctors and nurses, preferably a suite of rooms consisting of a waiting room, examining room, dressing room, and toilet. Here the doctor may make physical examinations and consult with parents, and the nurse may give (under direction of the physician) simple treatments for minor ailments, such as boils, ringworm, pediculosis, etc. The room should be furnished with a couch, a desk, a cabinet for holding medical supplies, filing case for records, a waste-basket, several chairs and a table, and should be provided with a wash bowl with hot and cold water, and a sanitary soap dispenser, and a crook-necked electric light fixture for use in eye testing.

Fire Protection

All buildings must make adequate provision for fire protection. Exits must be adequate, doors must open outward. Fire drills should be given at frequent intervals.

Cleaning and Care

The schoolhouse and surroundings should be kept as clean as a good house-keeper keeps her home. Daily inspection should be made to see that the school building and grounds are kept in a clean, sanitary condition.

Classrooms should be flooded with sunlight for a considerable portion of every day. Floors should be cleaned daily, with a sweeping compound to minimize dust. (If floors are properly oiled, dust is not so difficult to control.)

Furniture should be dusted with cloths which have been dipped in some oil preparation, and then allowed to become nearly dry. Never use a feather duster.

Walls should be painted with a flat-tone, washable oil paint. They should be washed down occasionally, and the parts within ordinary reach should be wiped off with a dust cloth at least once a month.

Windows should be preferably washed every two weeks, or at least once a month.

Walls and floors of toilets, which should be waterproof, should be flushed with a hose at least once a week.

HAVE THESE SANITARY REQUIREMENTS BEEN PROVIDED AT YOUR SCHOOL?

In each county it is now required by the State law that the county board of education shall provide upon recommendation of the State Board of Health two sanitary privies at each public schoolhouse—one for boys and one for girls. The law sets forth that privies shall be considered an essential and necessary part of the equipment of each public school, and may be paid for in the same manner as desks and other essential equipment of the school.

The law is not only mandatory, but it has teeth. The county superintendent of public instruction, the county board of education of each county, and the district committee are charged with the execution of the provisions of this law, and failure to fully and completely execute it is made a misdemeanor.

Upon the local district or township committeemen is placed the responsibility of maintaining the privies in a sanitary condition, in accordance with the rules and regulations prepared by the State Board of Health. Failure to do so is made a misdemeanor, and subjects them severally and personally to a fine or imprisonment, or both, in the discretion of the court. The law further makes it the duty of teachers and principals to report insanitary privies to the committee or the county superintendent.

Have these important sanitary requirements been provided for your school? If not, take steps to see that they are provided. Any teacher or patron can get immediate action in case the law is not being fully complied with. From the standpoint of both individual and community health there is no more important law. Its enforcement should be easy.

Section X—Scoring Your School

WHAT IS THE SCORE OF YOUR SCHOOL ON THESE NINE POINTS?

Every Rural School Should Have:

1. A building and grounds, sanitary, well equipped for work and wholesome play, attractive, and adapted to use as a community center.
2. General health, examination of pupils, including dental examination at least once a year.
3. Weighing and measuring and classifying of all children.
4. Follow-up health work with provision of medical, surgical, and dental care for the correction of the health defects, school and traveling clinics for the remote districts.
5. Service of school or district nurse to make effective the health program.
6. Warm lunches and the necessary cooking equipment.
7. Emergency outfit for instruction in "first-aid" and for use in accidents.
8. A school program adapted to the physical needs of the pupils, with vitalized health instruction which arouses an enthusiasm for health and results in the establishment of correct habits.
9. Teachers who are trained and qualified to do their full share in the care of the health and welfare of the children.

From the Joint Committee on Health Problems in Education of the National Education Association and of the American Medical Association.

SANITARY COMMANDMENTS FOR ALL RURAL SCHOOLS

(Adapted by the North Carolina State Board of Health.)

In every school which may be considered passably sanitary the following conditions should obtain:

1. Heating by at least a properly jacketed stove. No unjacketed stove should be allowed. Avoid over-heating. Temperature should never go above 70° F.* There should be a thermometer in every school room. Ventilation by open windows, when weather permits, and by opening of windows at frequent intervals during the day, even in winter.

2. Lighting from left side of room, or from left and rear, through window space at least one-fifth of floor space in area.

3. Cleanliness of school as good as in the home of a careful housekeeper.

4. Furniture sanitary in kind, and easily and frequently cleaned. Seats and desks adjustable and hygienic in type.

5. Drinking water from an uncontaminated source provided by a sanitary drinking fountain.

6. Facilities for washing faces and hands and individual towels, paper preferred.

7. Toilets sanitary in type and maintenance, in accordance with State law.

8. Flies and mosquitoes excluded by thorough screening of windows and doors.

9. Obscene and defacing marks absolutely absent from schoolhouse and toilets.

10. Playground of adequate size, if possible with equipment, and its use encouraged.

TEN GOLDEN RULES OF HEALTH FOR SCHOOL CHILDREN

From the Committee on Health Problems of the National Council of Education.

1. Play hard and fair—be loyal to your team-mates and generous to your opponents.

2. Eat slowly. Do not eat between meals. Chew food thoroughly. Never drink water when there is food in the mouth. Drink water several times during the day.

3. Brush your teeth at least once a day. Rinse your mouth out well with water after each meal.

4. Be sure your bowels move at least once each day.

5. Keep clean—body, clothes, and mind. Wash your hands always before eating. Take a warm bath with soap once or twice a week; a cool sponge (or shower) bath each morning before breakfast, and rub your body to a glow with a rough towel.

6. Try to keep your companions, especially young children, away from those who have contagious diseases.

*In a damp climate 68° F. is not comfortable.

7. Use your handkerchief to cover a sneeze or cough, and try to avoid coughing, sneezing, or blowing your nose in front of others.

8. Study hard—and in study, work, or play, do your best.

9. Sleep: Get as many hours in bed each night as this table indicates for your age. Keep windows in bedroom well open.

HOURS OF SLEEP FOR DIFFERENT AGES

| <i>Age</i> | <i>Hours of Sleep</i> |
|------------|-----------------------|
| 5 to 6 | 13 |
| 6 to 8 | 12 |
| 8 to 10 | 11½ |
| 10 to 12 | 11 |
| 12 to 14 | 10½ |
| 14 to 16 | 10 |
| 16 to 18 | 9½ |

10. Be cheerful and do your best to keep your school and your home clean and attractive, and to make the world a better place to live in.

COURSE OF STUDY IN ART

DRAWING AND DESIGN

BY MARY EDNA FLEGAL

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INTRODUCTION

Appreciation is the far aim of art teaching (there is no contention about that). But, how it is to be reached is debatable. Following their beloved leader, the late Professor Arthur Wesley Dow, many of the art teachers of the United States believe that this aim can be realized by affording youth abundant opportunity for making fine choices, directing them to use their creative ability and feeling in making these choices, and seeing that association is made with as much of the world's real art as the time and locality can furnish.

Cultivation, not imitation, not representation, not servile copying is the slogan. Correlate, motivate, yes, even have projects. To carry through the last successfully needs acquaintance with the Dewey philosophy, with pragmatism, and with the working out of these theories by their followers. Nevertheless, make art stand squarely on its own base, too long, because of poor teaching and unreal concepts, there has been an attempt to relegate art, by tying it on to something else, to an inferior place from that it held in the great periods of history. Anything that cannot be justified for its own sake, or that does not educate by developing the child should not be allowed in the curriculum, no matter how much it is applied or related to something else. The child ought to use his creative powers, his powers of expression, his strength, his feeling, and his appreciation just as much in making a design to fill a space, as he uses these in literature, mathematics, or social science.

True, there should be a close relation and correlation of work in the departments, between fine arts and the following: industrial arts, home economics, dramatics, printing and bookmaking, journalism, advertising, and photography.

By a series of synthetic exercises which involves the art principles of rhythm, subordination, balance, proportion, and symmetry, children can learn to make arrangements good in line, dark and light, and color. These arrangements may be illustrating stories, making posters, designing, including lettering of an advertisement, painting a sign, or draping a store window—call it commercial art, if you wish; snapping with a camera a scene selected for its interesting composition, when the light is just right on it—call it photography; making or selecting a costume suitable to the wearer and the occasion, designing by block-printing, tie-dyeing, or “batiking” a textile, decorating and setting a dinner table, arranging flowers in a vase—call it domestic art; choosing and placing furniture in a room, deciding on the grouping of windows and doors, choosing wall paper, hanging curtains

and pictures—call it interior decoration; placing a house, its walks, garden, and trees in proper setting—landscape gardening; laying out streets, planting parks, constructing bridges, making certain standards for city buildings—call it city planning.

The foregoing are some of the things that cannot be well done today without art, which seems to be extensive enough to warrant a place for art. When there are teachers adequately trained to present art lessons along these lines, results cannot help showing in increased appreciation of American children. If the grade teacher will make some study in the various fields of art, she can do much, for there are many teachers (who have had no special training) getting good results. They do not permit copying, using patterns, or other deadening devices, which to the uninitiated seem to bring results, but which in reality have no educative value. These progressive teachers (many of them unable to produce much of art value themselves) are fair critics of their pupils' work, and can even recognize talent and guide the pupils in selection of careers.

The State has adopted certain sets of books. Let it be understood that these books named in this course are to be used for reference and suggestion, and in *no* case is anything to be copied. The supervisor of art will be able to procure in drawing and illustration, as well as design, much freer, fresher, and more spontaneous illustrative material. Finish and a mechanical exactness are not necessary to art, and when stressed too much kill the freedom every art product should possess. Fine examples for study in design may be found in ancient Peruvian, Coptic, or peasant art. Where there is access to a museum or good library, the teacher is fortunate, for here she can take her classes, or bring to these classes the art collections of primitive peoples in particular, and of peoples more advanced, who have continued to produce something virile.

The following outlines are merely suggestive. For each month more is suggested than can be accomplished within that length of time, so the teacher can select what appeals to her, or is best adapted to her local situation. If it seems better to select for one month a problem suggested for another, or even for another grade, or an entirely different problem, the wise capable teacher will do so. Certainly, there should be opportunity for the teacher, as well as the pupil, to show her individuality and initiative.

In small schools with several grades in the same room, divide classes so that the first three years have art at the same time, and the remainder of school together at another time.

ART—DRAWING AND DESIGN

GRADE I

September and October

1. Trace around leaves and color with crayon.
2. Make color scale in colored paper.

Cut paper 1x2 inches, have children arrange it on 6x9-inch manila paper.

See Practical Drawing, No. 1, top of p. 9.

3. Cut freehand from manila paper fruit forms, and color with crayon.

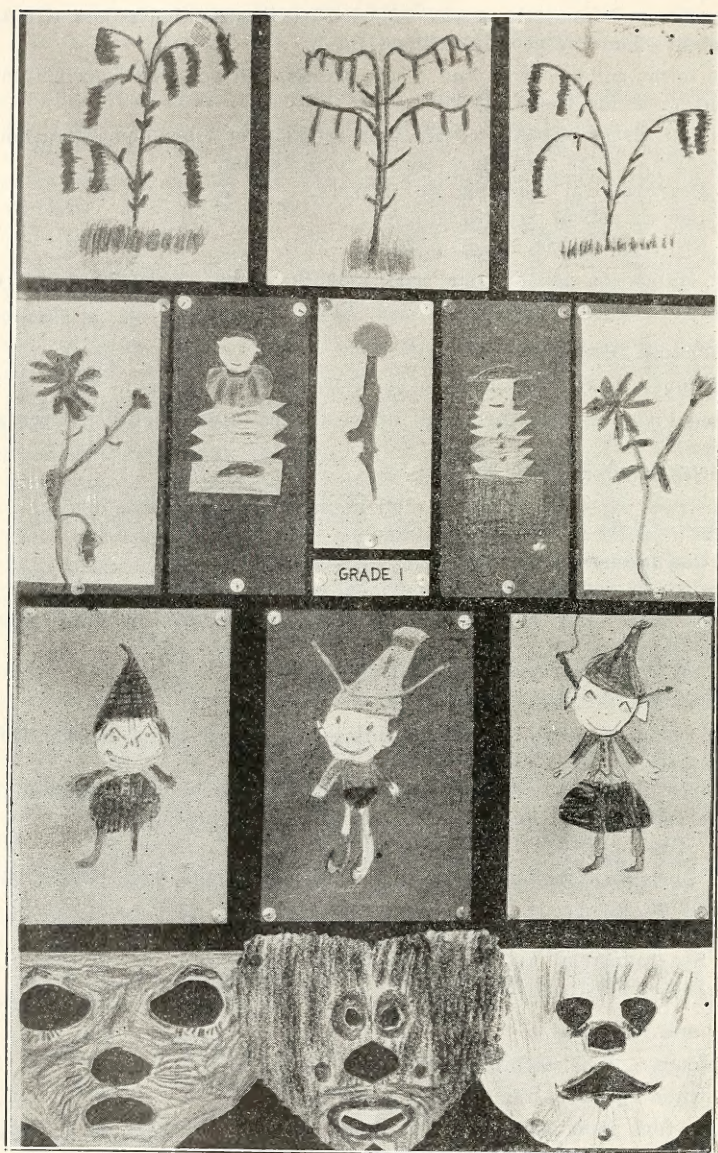
4. Cut vegetables in the same way.
5. Arrange and paste these in a "Market" (piles, so that colors will harmonize, and one group dominate).
6. Use forms cut in Nos. 3 and 4 as patterns, and cut others from colored paper: mount these on black paper.
7. Cut out circus animals, either from memory or from demonstration of teacher. Paste these in a parade for a border.
See Practical Drawing, No. 2, p. 24.
See Industrial Art, No. 1, p. 47.
See Applied Art, No. A, p. 32.
8. Cut Halloween motifs—cats, bats, witches, ghosts, Jack-O'Lanterns, etc.
See Practical Drawing, No. 1, p. 10.

November and December

1. Continue any October problem, if desired.
2. From inverted box (cardboard or wood) make doll house. Paper and furnish this.
See Industrial Art, No. 1, p. 3.
3. Construct paper furniture for doll house, make curtains and rug.
Tissue paper makes soft curtains.
See Industrial Art, No. 1, pp. 29, 30, 31, 32.
See Applied Art, No. A, pp. 34, 36, 46.
4. Dress paper dolls—get doll models from old catalogs, cut children, cut and color clothes.
See Industrial Art, No. 1, pp. 22, 23, 24, 25.
See Applied Art, No. A, p. 40.
5. Make stage settings for dramatizations of: Three Bears, Mother Goose Rhymes, or other stories.
Three pieces of cardboard pasted together with cloth hinges, makes a set that will fold—floor and ceiling are unnecessary.
See Applied Art, No. A, p. 47.
6. Cut Christmas symbols: pine tree, toys, cornucopia, bell, candle, plum pudding, etc.
See Practical Drawing, No. 1, pp. 10, 11.
See Industrial Art, No. 1, pp. 48, 49, 54, 56, 57.
See Applied Art, No. A, p. 23.

January and February

1. Continue doll-house problems.
2. Continue costumes for dolls.
3. Draw toys from actual objects—have children bring their Christmas toys.
See Practical Drawing, No. 1, pp. 22, 24, 26.
See Industrial Art, No. 1, pp. 52, 53.
See Applied Art, No. A, p. 28.
4. Make toy booklet.
5. Continue stage sets for dramatizations.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF
DURHAM, NORTH CAROLINA

This work has been greatly reduced in size. The original work of the children was done on paper 9 x 12 inches or 6 x 9 inches.

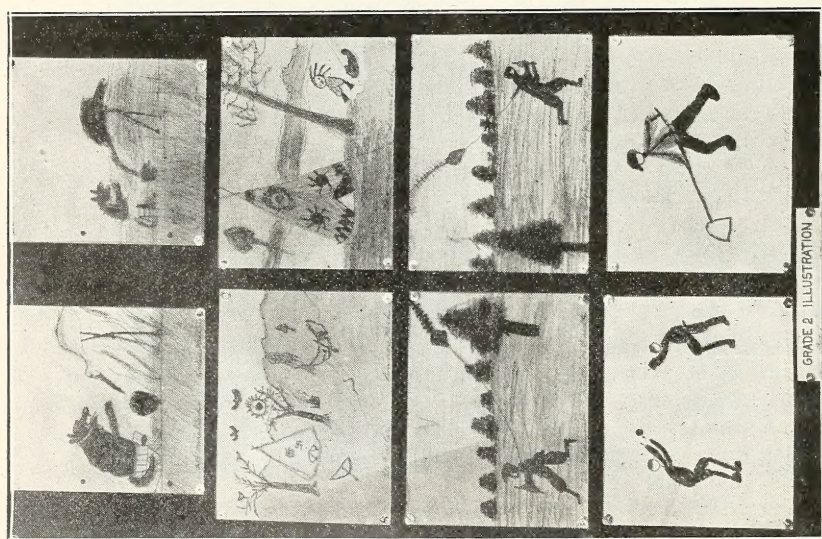
6. Illustrate with crayon winter sports: snow-balling, coasting, skating, sleighing, making snow men. Precede this lesson with drawing of action, or stick men.
See Graphic Drawing, No. 4, p. 17.
See Applied Art, No. B, p. 38.
See Practical Drawing, No. 3, p. 22.
7. Devise any problems desired for St. Valentine's, Washington's, or Lincoln's anniversary.
9. Model in clay (Plasteline): dishes for doll house; animals to illustrate stories (birds, ducks, rabbits, elephants, turtles, etc.); later, make bowls by coil method.
Study Indian pottery.
See Practical Drawing, No. 1, p. 40.

March and April

1. Illustrate with crayon spring games: playing marbles or leap-frog, spinning tops, rolling hoops, jumping rope, playing ball, roller skating. Have children pose. Precede this lesson with drawing of action, or stick men.
See Graphic Drawing, No. 3, p. 13.
See Graphic Drawing, No. 4, p. 13.
See Practical Drawing, No. 2, p. 14.
See Practical Drawing, No. 3, p. 22.
2. Draw birds from bird chart. Arm and Hammer Brand Soda advertise with a large bird chart that your grocer can get you for the asking.
3. Draw spring flowers from the actual flowers.
See Practical Drawing, No. 1, p. 2.
See Applied Art, No. A, p. 9.
4. Model in clay Easter emblems: rabbits, chickens, flowers, nests of eggs, etc.
See Practical Drawing, No. 1, p. 34.
See Practical Drawing, No. 2, p. 40.
See Industrial Art, No. 1, p. 69.
See Applied Art, No. A, pp. 30, 44.
5. Have children bring some pet to school (rabbit, kitten, puppy), draw it in different poses. Each child cut out his best pose, use this for a pattern for repeated figures in a border.
6. Illustrate stories from: "Cherry Tree Children," "In Fableland," "Busy Brownies at Work," "Big People and Little People," "That's Why Stories," "Bunnie Rabbits' Diary," "Child's World," "Story Hour," "Hiawatha."
See Practical Drawing, No. 1, p. 18.
See Industrial Art, No. 1, p. 2.

May

1. Continue illustration.
2. Continue drawing of birds.
3. With crayon draw flowers on dark paper.
4. Model in clay: bowls, baskets, cups, and pitchers. Use coil method.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF DURHAM, NORTH CAROLINA

This work has been greatly reduced in size. The original work of the children was done on paper 9 x 12 inches or 6 x 9 inches. The cut-paper group work of the Pied Piper was 9 x 18 inches.

5. Make May-pole dance in cut paper—cut freehand a figure of a boy and one of a girl. This, done by each child for a pattern, can then be cut in each of the rainbow colors, and arranged in different positions about the pole. Pole may be drawn on board by the teacher, and children's figures pasted around it.
6. Do anything appropriate for Memorial Day.
7. Make some kind of an attractive folder to hold work of term so child can take it home.

Might use repeated figures of pets cut in preceding month.

See Practical Drawing, No. 2, p. 30.

Picture Study: The Home and Surroundings

- 1—*Van Dyck*—Baby Stuart.
- 2—*Hals*—Nurse and Child.
- 3—*Giotto*—St. Francis Preaching to the Birds.
- 4—*Correggio*—Holy Night (The Nativity).
- 5—*Murillo*—The Divine Shepherd.
- 6—*Whistler*—Mother.
- 7—*Durer*—A Rabbit.
- 8—*Raeburn*—Boy and Rabbit.
- 9—*Millet*—Feeding Her Birds.
- 10—*Landseer*—Dignity and Impudence (two dogs).
- 11—*Ronner*—The Cat Family.

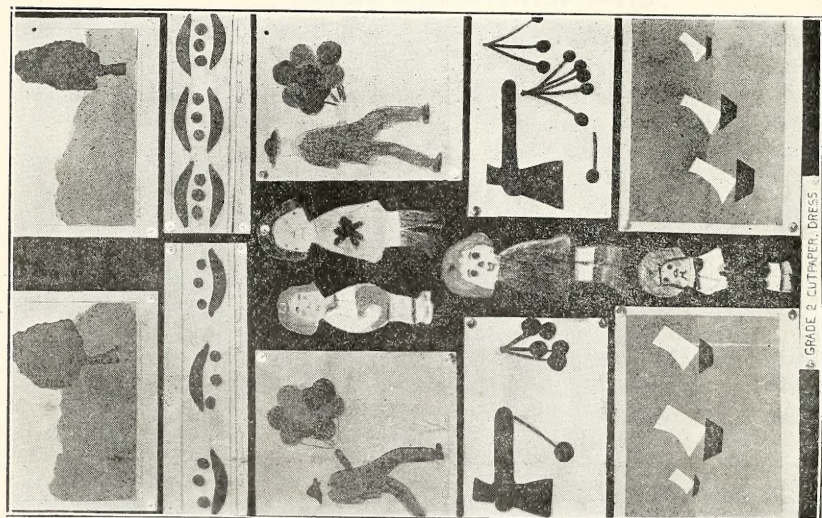
NOTE.—Study one picture each month.

ART—DRAWING AND DESIGN

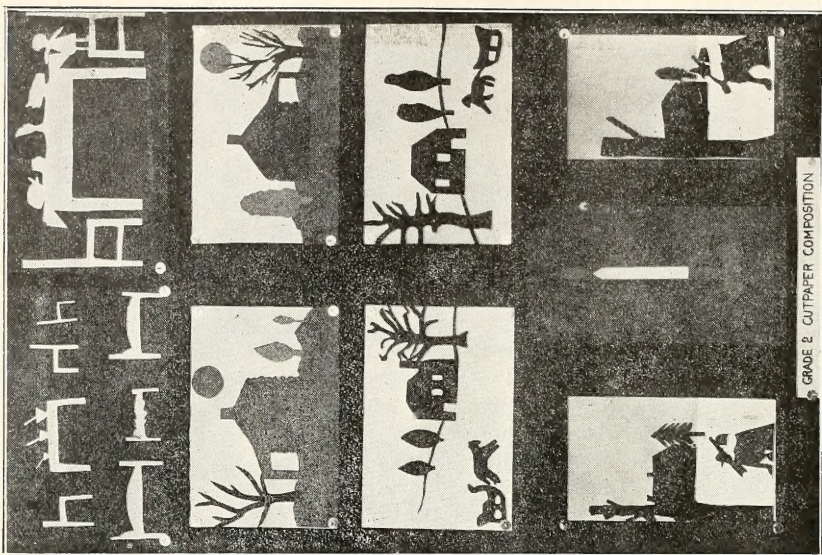
GRADE II

September and October

1. Make color scale in colored paper. Use some scheme so children can make their own arrangement.
See Practical Drawing, No. 2, p. 9.
2. Cut circus animals freehand and color on manila paper.
See Practical Drawing, No. 2, p. 24.
See Applied Art, No. A, p. 32.
3. Make balloon man in cut paper, cutting man, balloons, and sticks separately.
4. Tear paper landscape—use plain dull blue for mount and sky, tear foreground, then tear distant foliage, massed in groups, of trees, or nearby trees. This can be torn of manila paper and colored, if colored paper is not available. Make a tree or trees the center of interest.
See Practical Drawing, No. 1, pp. 16, 32.
See Practical Drawing, No. 2, p. 32.
See Industrial Art, No. 1, p. 2.
See Applied Art, No. A, p. 2.
5. Design rhythmic border in cut paper. For motifs use seed-forms (beans, nuts, grains, etc.) or seed-holdered (vegetables, fruits, corns, burrs, rose-hips, teasel, cotton).
See Practical Drawing, No. 2, pp. 6, 8, 9.
See Applied Art, No. B, p. 11.



GRADE 2 CUTPAPER, DRESS



GRADE 2 CUTPAPER COMPOSITION

WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF DURHAM, NORTH CAROLINA
 This work has been greatly reduced in size. The original work of the children was done on paper 9 x 12 inches or 6 x 9 inches.

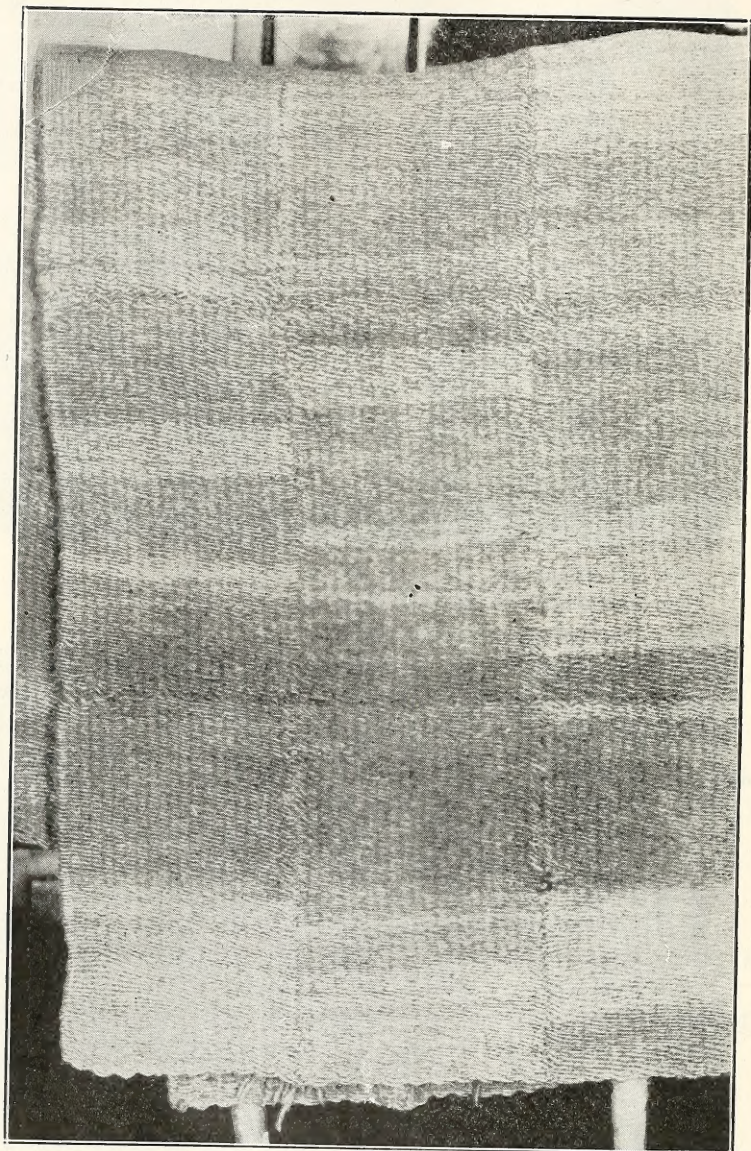
6. Do what you wish with Halloween symbols (witches, cats, bats, ghosts, pumpkins, Jack O'Lanterns). Make paper masks and let children draw grotesque faces upon them.

November and December

1. Make doll house of inverted box.
2. Paper house with plain paper, use peg printed border, or paper with all-over peg printed pattern.
See Graphic Drawing, No. 3, p. 30.
See Industrial Art, No. 1, pp. 3, 31.
See Industrial Art, No. 2, pp. 6, 7, 8, 9, 10, 11, 70.
3. Make paper furniture for this house.
See Industrial Art, No. 2, pp. 31, 32, 33.
4. Make stage settings for "Red Riding Hood," or other stories.
See Applied Art, No. B, p. 47.
5. Dramatize the first Thanksgiving. Make stage set for it—use kitchen with mantel, blunderbuss, splint broom, rag rug, spinning wheel, round churn, etc.
See Applied Art, No. C, p. 47.
6. Study Indian life in connection with Thanksgiving. Use Indian symbols in design on canoes, wigwams, or tepees.
See Industrial Art, No. 1, p. 50.
See Industrial Art, No. 2, p. 50.
7. Dress Indian doll—use symbol for decoration.
8. Cut or draw illustrations for "Three Wise Men," or other story of Christmas. Cut candle and bell border for blackboard or children in night clothes holding candle.

January and February

1. Draw toys from actual objects.
See Practical Drawing, No. 1, p. 26.
See Practical Drawing, No. 2, p. 26.
See Industrial Art, No. 1, pp. 52, 53, 56, 57.
See Applied Art, No. A, p. 28, and No. B, pp. 26, 28.
2. Continue problems on doll house, costumes for dolls and stage sets for dramatizations.
3. Illustrate with crayon winter sports: snow-balling, coasting, skating, hockey. Review action or stick men.
See Industrial Art, No. 2, p. 28.
See Graphic Drawing, No. 4, p. 17.
See Practical Drawing, No. 3, p. 22.
4. Devise any problems you desire for Valentine's, Washington's, or Lincoln's birthday.
5. Illustrate stories told and read.
See Graphic Drawing, No. 2, p. 24.
See Practical Drawing, No. 2, p. 14.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF
DURHAM, NORTH CAROLINA

Rug made of 36 small rugs (9 x 12) woven by children on looms (made in Industrial Arts Department). Colors: dull yellow-green with broad and narrow stripe of orange. Stripes photographed poorly.

Grade 2 made this for a play rug for Grade 1. Size 54 x 72 inches.

6. Weave rugs of jute or rags on small 9x12-inch homemade looms, sew together for large play rug.

Design rugs first on paper with lesson on spacing bands at ends. One of these could be used in doll house.

See Applied, Art. No. A, p. 34.

March and April

1. Draw birds. Get large chart.
See Industrial Art, No. 2, p. 48.
2. Continue weaving of rugs.
3. Make cut-paper composition for March: kite-flying, clothes-line blowing, scenes with windmills, weather vanes, paper blowing in streets, sail boats.
See Graphic Dr. B., No. 4, pp. 17 and 38.
See Industrial Art T. Bk., pp. 36 and 70.
Precede these lessons with action, or stick men.
See Graphic Dr. B., No. 1, p. 11.
4. Illustrate with crayon April showers.
See Graphic Drawing, No. 4, p. 17.
5. For Easter have picture study of appropriate subjects.
6. Illustration same as Grade 1, for March and April.

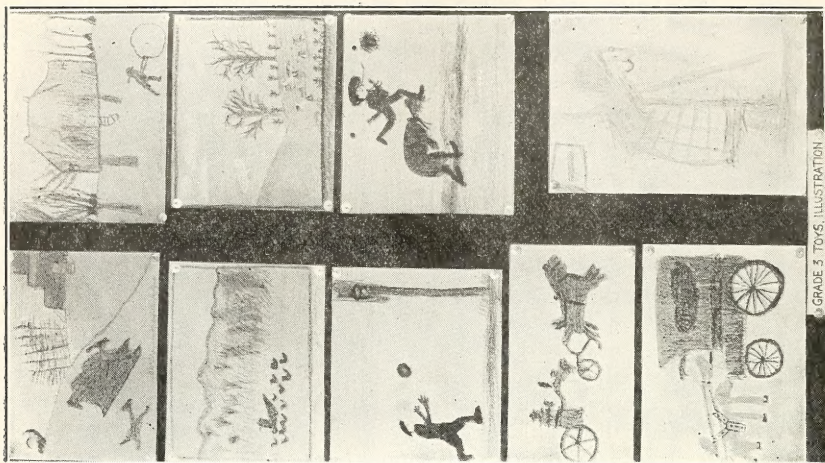
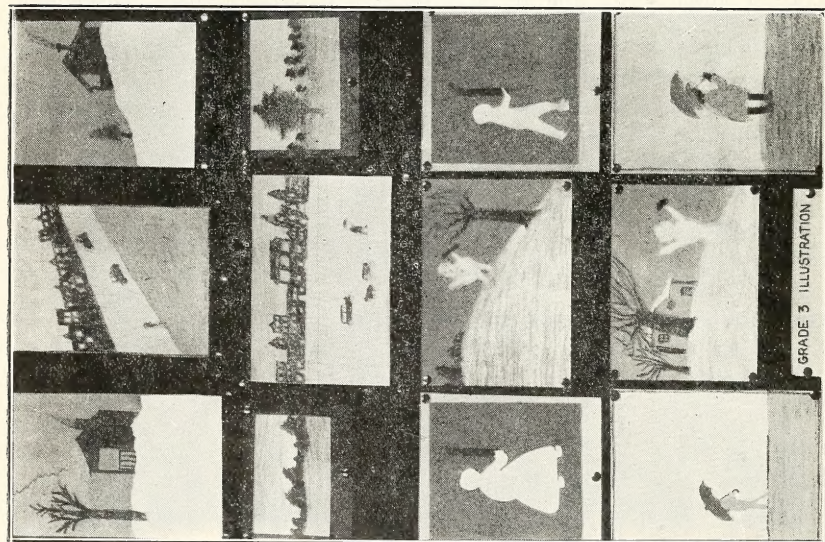
May

1. Continue drawing of birds.
2. Continue illustration.
3. Draw flowers from the actual flowers—dandelions, violets, buttercups, snapdragons, etc. Use crayon on dark paper sometimes.
See Practical Drawing, No. 1, p. 12.
See Practical Drawing, No. 2, p. 12.
4. Make a composition of imaginary flowers in cut paper. Make a flower garden, a box or a pot of flowers.
See Practical Drawing, No. 1, pp. 20, 32.
See Practical Drawing, No. 2, p. 32.
5. Do anything appropriate for Memorial Day.
6. Make an attractive folder to contain work of the term.
See Practical Drawing, No. 2, p. 30.

Picture Study: Animal, Home and Farm Life

- 1—*Raphael*—Madonna of the Chair.
- 2—*Holbein*—Meyer Madonna.
- 3—*Israels*—Motherly Care.
- 4—*Reynolds*—Angel Heads.
- 5—*Murillo*—Melon Eaters.
- 6—*Millet*—Feeding the Hens.
Digging Potatoes.
- 7—*Breton*—Song of the Lark.
- 8—*Bonheur*—Plowing.
The Horse Fair.
- 9—*Landseer*—The Lion.
Saved.

NOTE.—Study one picture each month.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF DURHAM, NORTH CAROLINA
 This work has been greatly reduced in size. The original work of the children was done on paper 9 x 12 inches or 6 x 9 inches.

ART—DRAWING AND DESIGN**GRADE III****September and October**

1. With crayon make color scale for hue (six colors), for value (dark and light), for intensity (bright and dull).
See Practical Drawing, No. 3, p. 9.
2. Study color in fall flowers, fruit, and vegetables. Draw with crayon groups of any of these.
See Practical Drawing, No. 3, p. 12.
See Industrial Art, No. 3, pp. 61, 62.
See Applied Art, No. B, p. 9.
3. With crayon draw circus parade in color, or make circus booklet; use initial letter of each animal.
See Applied Art, No. A, p. 32.
4. Illustrate the poem, "September."
5. Make a color booklet of flowers and fruit groups, if circus booklet is not made.

November and December

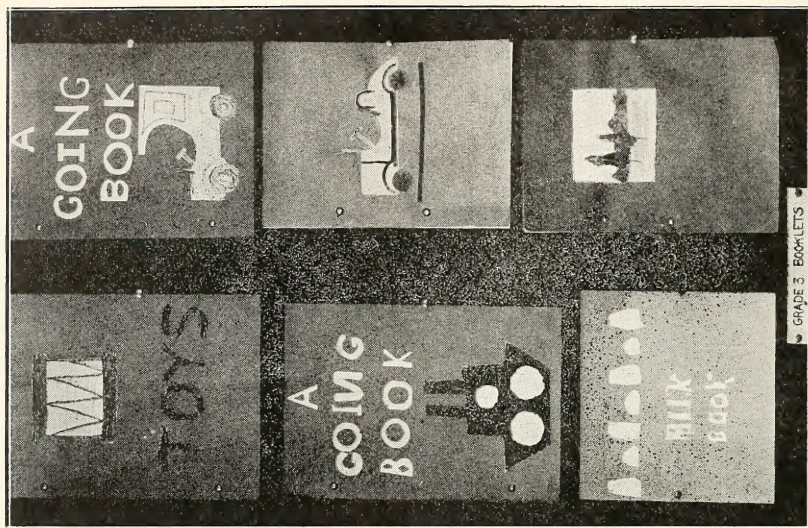
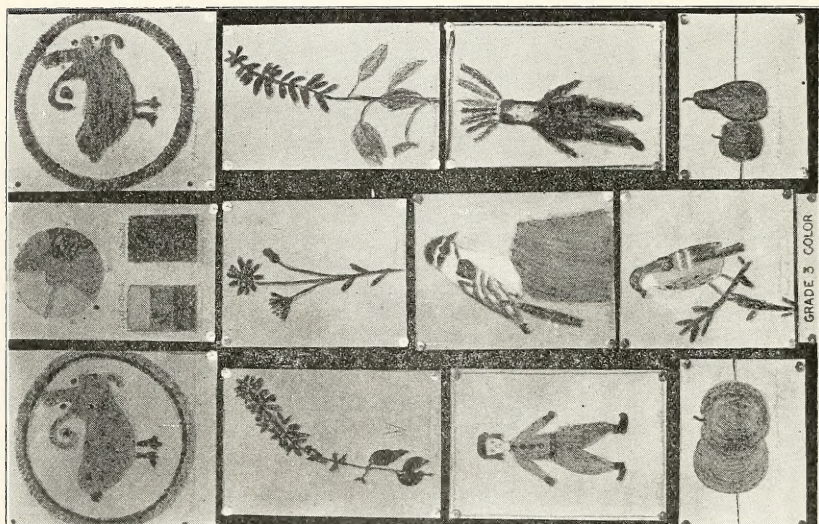
1. Continue any October problem.
2. Make stage settings for dramatization of "Cinderella," or other stories.
3. With crayon design borders in rhythm on paper plates for Thanksgiving.
Use animals or birds in action or squared-up animals for units.
See Industrial Art, No. 3, pp. 40, 41.
See Practical Drawing, No. 4, p. 6.
4. Make Christmas toy booklet.
5. Hectograph or mimeograph a bird design from a fine Italian brocade or Coptic textile. Have children choose color, and with crayon use two values of this color on the bird pattern.

January and February

1. Make stage sets for dramatizations.
2. Illustrate stories.
3. Draw toys from actual objects.
4. Illustrate with crayon winter sports: snow-balling, making snow-men, coasting, sleighing, skating, hockey, tobogganing.
5. Make a study of pioneer life: cabins, logs, camps, etc.
See Applied Art, No. C, p. 47.
6. Make "going booklet" in the study of transportation: Conestoga wagon, van, cart, auto, locomotive, street-car, boat, airplane.
See Industrial Art, No. 1, p. 57.
See Practical Drawing, No. 1, p. 24.
See Practical Drawing, No. 2, p. 22.
See Practical Drawing, No. 3, p. 26.

March and April

1. Draw birds. For borders or other patterns, use designs of birds, such as the Indians and the Orientals made.
See Industrial Art, No. 1, p. 50.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF DURHAM, NORTH CAROLINA
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2. Make cut-paper compositions for March: kite-flying, clothes-lines blowing, scenes with windmills, weather vanes, paper blowing in streets, sail boats.

See Graphic Dr. B., No. 4, pp. 17 and 38.

See Industrial Art, T. Bk. I, pp. 36 and 70.

Precede these lessons with action, or stick men.

See Graphic Dr. B., No. 1, p. 11.

3. Illustrate with crayon April showers.

See Graphic Drawing, No. 4, p. 17.

4. Study the kites of Japan, and make some in the shapes of birds, butterflies, dragons, and fish.

5. Make seating plan for room.

6. Draw Easter scenes.

7. Illustrate stories from: "Seven Little Sisters," "Mother West Wind's Neighbors," "Other Lands," "Pinochio," "Old Stories from the East," "Child's World," "Each and All," "Arlo," "Clematis," "America's Story," "King Arthur," "Robin Hood," "Owl and Pussy Cat," "Lady Moon."

May

1. Continue drawing of birds.

2. Continue illustration.

3. Draw flowers from actual models pinned against a paper background.

See Practical Drawing, No. 2, p. 12.

See Practical Drawing, No. 3, p. 12.

See Applied Art, No. B, p. 9.

4. With cut paper make May baskets for "May Day."

One lesson on getting fine proportion and cutting baskets.

This is effective on a black mount.

See Industrial Art, No. 1, p. 71.

See Industrial Art, No. 2, pp. 2 and 3.

See Practical Drawing, No. 5, p. 8.

5. Make a folder to contain the work of the term.

See Practical Drawing, No. 2, p. 30.

Picture Study: Bible and Indian Stories; Farm Life Continued

1—*Millet*—The Sower.

2—*Mauve*—Spring.

Autumn.

3—*Bonheur*—Brittany Sheep.

4—*Landseer*—Shoeing the Mare.

5—*Brush*—In the Garden.

6—*Botticelli*—The Magnificent (Madonna).

7—*Reynolds*—Infant Samuel.

8—*Sargent*—The Prophets.

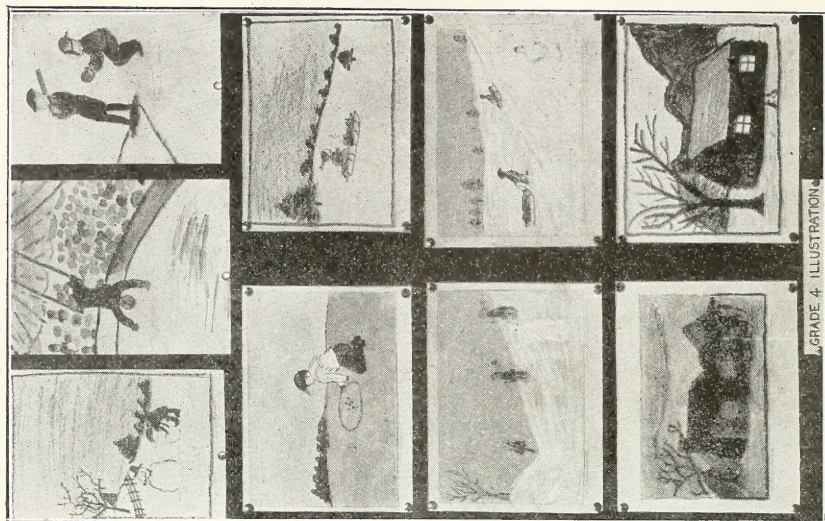
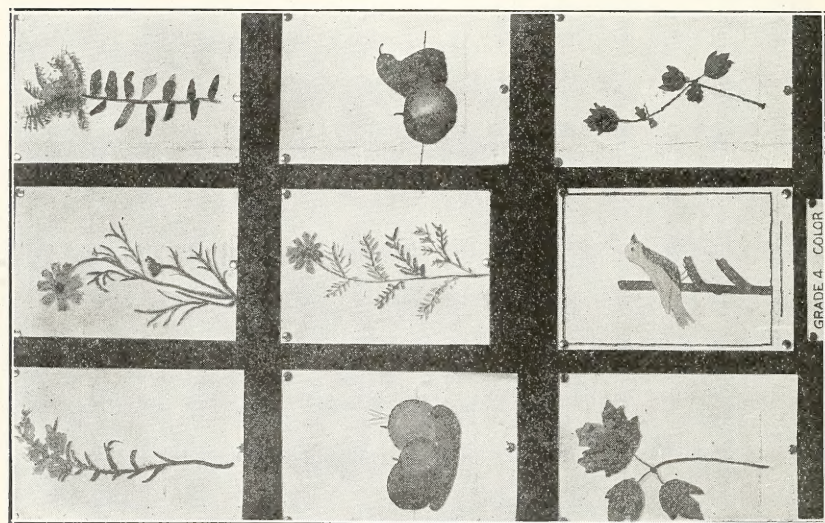
9—*Guerin*—Pictures of the Holy Land.

Pictures of Egypt.

10—*Remington*—Indians.

11—*Carny*—Indian Life.

NOTE.—Study one picture each month.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF DURHAM, NORTH CAROLINA
 This work has been greatly reduced in size. The original work of the children was done on paper 9 x 12 inches or 6 x 9 inches.

ART—DRAWING AND DESIGN**GRADE IV****September and October**

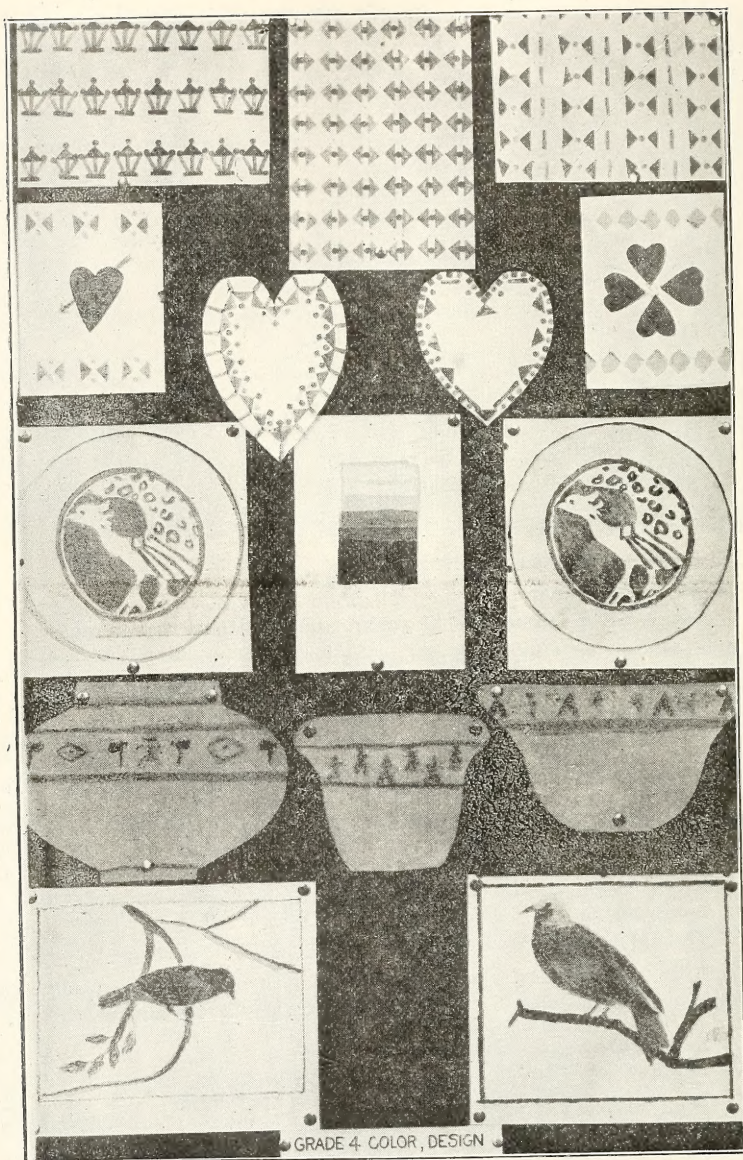
1. Paint the three color scales: hues, value, and intensity.
See Practical Drawing, No. 3, p. 9.
2. In free-brush work (like Japanese), paint groups of fall flowers, fruit, vegetables, foliage, twigs, etc.
See Practical Drawing, No. 3, p. 12.
See Practical Drawing, No. 4, p. 9.
See Practical Drawing, No. 5, p. 12.
See Applied Art, No. C, pp. 5, 7.
3. In gay colors with crayon or paint, draw circus parade or anything relating to the circus.
4. Correlate with gardening. Make plant booklet.
See Practical Drawing, No. 5, p. 29.
5. Illustrate any stories this class is studying.
See Practical Drawing, No. 4, p. 14.
See Practical Drawing, No. 5, p. 14.

November and December

1. Continue any October problem.
2. Set up model factory.
See plans in "House and Garden," and in "House Beautiful."
3. Illustrate any stories for language.
4. Design bowls and decorate with symbolic border (Indian).
See Industrial Art, No. 1, p. 50.
See Industrial Art, No. 2, p. 59.
5. Make Christmas folder with well placed symbol (bell, tree, toy, Santa, candle, etc.) on outside.
6. Design interesting (not realistic) toys, then cut out and trace on oak tag. With brass shanks put together the jointed legs, heads, and tails. If it be possible to use wood, so much better.
See Industrial Art, No. 2, p. 58.
See Industrial Art, No. 3, pp. 43, 47, 48, 49.
7. Hectograph or mimeograph fine design of bird or animal, and have children paint this in two values—color not necessarily true to nature.

January and February

1. Use peg-printing for rhythm in borders or all-over patterns
See Practical Drawing, No. 3, p. 6.
See Industrial Art, No. 3, p. 9.
See Industrial Art, No. 2, pp. 6, 7, 8, 9, 10, 11, 70.
2. Use peg-printing for designs on Valentines.
3. Devise problems for Washington's or Lincoln's anniversary. Study pioneer life.
See Applied Art, No. C, p. 47.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF
DURHAM, NORTH CAROLINA

At top—peg-printing of surface pattern. Next—peg-printed valentines. Central color scale is of different kinds of cloth. Next—bowls with Indian motifs. This work has been greatly reduced in size.

4. Review color.
 - a. Make hue scale (red, yellow, green, blue, purple) with cloth samples.
 - b. Make value scale of cloth, go from light to dark.
 - c. Make intensity scale of cloth, go from bright to dull.

Make this a group, not an individual problem. All pupils bring samples of any kind of cloth in plain colors. Teacher and pupils choose enough for one scale of each color.
5. Paint birds.

See Practical Drawing, No. 4, p. 12.
See Practical Drawing, No. 5, p. 34.
See Industrial Art, No. 2, p. 48.
See Applied Art, No. C, p. 44.
6. Make plans for spring gardens, emphasizing arrangement and color.

See Practical Drawing, No. 6, p. 20.
See Practical Drawing, No. 7, p. 20.

March and April

1. Continue peg-printing for rhythm in borders or surface patterns. Make shamrock border for St. Patrick's Day.
2. Continue garden plans.
3. Make costumes for children of other lands: Japan or China, Holland, Spain, Scotland, Turkey.

See Industrial Art, No. 1, p. 26.
See Practical Art, No. 4, p. 30.
See Practical Art, No. 5, p. 22.
See Applied Art, No. B, p. 40.
4. Illustrate spring games, March winds, and April showers.

See Practical Drawing, No. 3, p. 22.
See Applied Art, No. D, p. 38.
5. Illustrate stories, same as Grade III, for March and April.
6. Paint spring flowers.

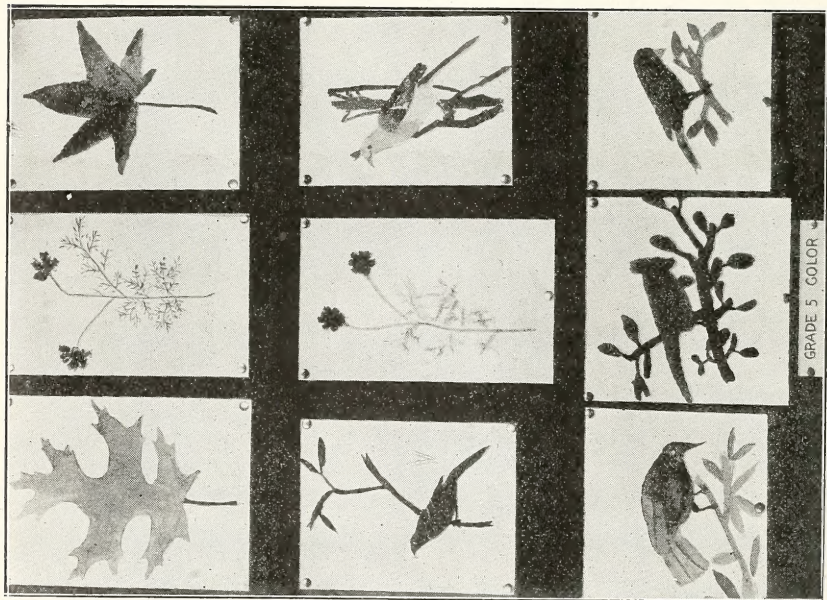
See Practical Drawing, No. 4, p. 2.
See Practical Drawing, No. 5, p. 12.
See Applied Art, No. B, p. 9.
7. Paint Easter cards.

See Practical Drawing, No. 2, p. 34.
See Applied Art, No. A, pp. 30, 42, 44.
See Applied Art, No. B, pp. 38, 42.
See Applied Art, No. C, p. 42.

May

1. Draw or paint flowers. If each pupil cannot have a flower, pin several models on papers and hang up.
2. Continue birds.
3. With cut paper make May baskets for "May Day."

See Practical Drawing, No. 5, p. 8.
See Industrial Art, No. 1, p. 7.
See Industrial Art, No. 2, p. 2.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF DURHAM, NORTH CAROLINA

This work has been greatly reduced in size. The original work of the children was done on paper 9 x 12 inches or 6 x 9 inches.

4. Choose any problem appropriate for Memorial Day.
5. Make a folder to contain the work for the term. This may be printed, or it may have a border of animals, or some other circus suggestion.

Picture Study

- 1—*Millet*—Woman Churning.
The Gleaners.
The Rainbow.
- 2—*Ruysdall*—The Windmill.
- 3—*Myron*—The Discobolus.
- 4—*Reynolds*—The Age of Innocence.
- 5—*Ginsborough*—The Blue Boy.
- 6—*Landseer*—Distinguished Member of the Humane Society.
- 7—*Troyon*—Oxen Going to Work.
- 8—*Lerolle*—The Shepherdess.

NOTE.—Study one picture each month.

ART—DRAWING AND DESIGN

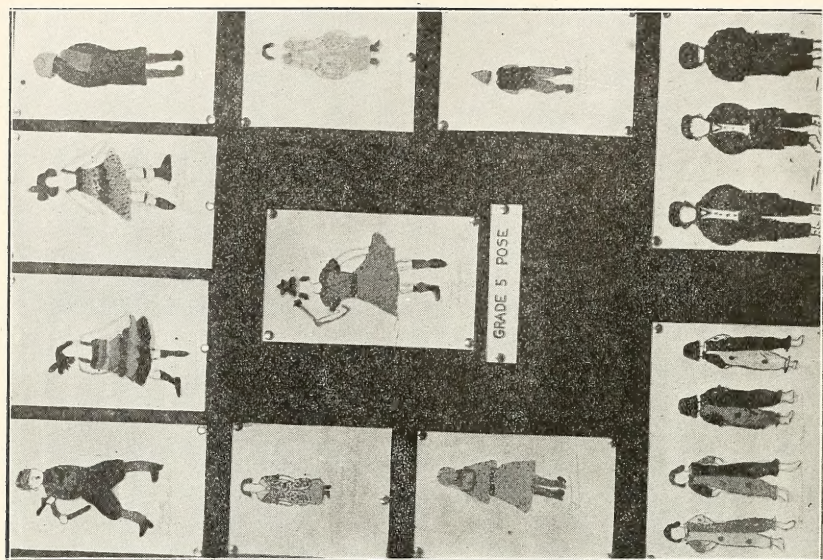
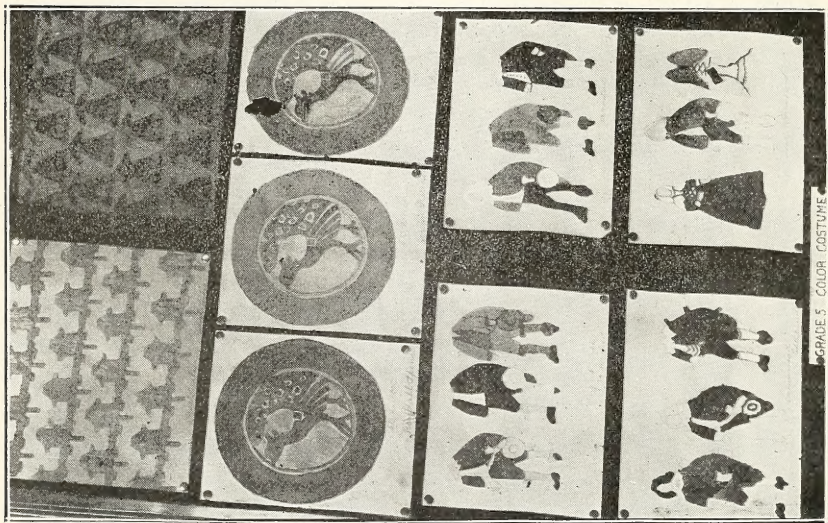
GRADE V

September and October

1. Paint color scales for hue, dark and light, and intensity.
See Practical Drawing, No. 3, p. 9.
2. Study tree forms and fall foliage.
See Practical Drawing, p. 16 of Nos. 1, 2, 3, 4, 5, and p. 2 of No. 5.
See Applied Art, p. 7 of Nos. A, B, and C.
3. Compose and paint simple landscape—make dominant part a tree or trees, or mountains.
See Practical Drawing, No. 3, pp. 18, 32.
See Practical Drawing, No. 4, p. 18.
See Practical Drawing, No. 5, p. 32.
See Practical Drawing, No. 6, pp. 18, 32.
See Applied Art, p. 9 of Nos. A, B, C, and D.
4. Make cover for note-book. This cover may have the landscape mounted on it, also some lettering.
5. For Columbus Day study ancient and modern boats—draw the *Pinta*.
See Industrial Art, No. 2, p. 3.
See Applied Art, No. B, p. 28.

November and December

1. Continue any October problem, if interest warrants doing so.
2. Take up lettering with the brush.
3. Have pose drawing in brush line. One pupil posing, if possible, in attractive costume.
See Practical Drawing, No. 4, p. 22.
See Applied Art, No. C, p. 38.
Aim for action and pay little attention to form or proportion.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF DURHAM, NORTH CAROLINA

This work has been greatly reduced in size. The original work of the children was done on paper 9 x 12 inches or 6 x 9 inches.

4. Draw Colonial interior, no perspective, one paper for each wall.
See Applied Art, No. C, p. 47.
See Applied Art, No. D, p. 47.
See Industrial Art, No. 3, p. 33.
See Industrial Art, No. 4, pp. 33, 34, 35.
5. Make paper costumes for Colonial characters in Thanksgiving drama.
6. Paint hectographed, or mimeographed bird or animal designs in three values.

January and February

1. Continue pose drawing with brush, first in line, next in dark and light, and lastly in color.
2. Dress dolls in Colonial costume for the anniversary of Washington's Birthday, or in the style of the 60's for Lincoln's.
3. Make designs for lineoleum blocks, $1\frac{1}{2} \times 1\frac{1}{2}$ inches.
See Practical Drawing, No. 5, p. 6.
See Practical Drawing, No. 6, p. 6.
See Practical Drawing, No. 7, p. 7.
See Practical Drawing, No. 8, p. 7.
See Applied Art, No. D, p. 3.
4. Color, like Grade IV, for this month.
5. Birds, like Grade IV, for this month.
6. Make plans for spring gardens, emphasizing arrangement and color.
See Practical Drawing, No. 6, p. 20.
See Practical Drawing, No. 7, p. 20.
See Graphic Drawing, No. 7, p. 38.

March and April

1. Cut lineoleum blocks and print on colored paper with paint from the cake.
2. Design bird sticks. If wood and coping saws are not available, the birds can be cut out of oak tag and mounted on split twigs.
See Industrial Art, No. 2, p. 49.
See Industrial Art, No. 4, pp. 47, 49.
3. Illustrate with crayon spring games: playing marbles, playing ball, spinning tops, rolling hoops, roller skating, jumping rope.
Have children pose.
4. Make calendar with illustration for each of the twelve months. Each pupil might select his birth month.
5. Illustrate from any of these: Heidi, Hiawatha, Birds' Christmas Carol, Old Time Stories, Old North State.

May

1. Continue illustration.
2. Study trees for form—sketch with chalk on black paper.
3. Continue birds and flowers.
4. Complete calendar.
5. Make cover, or folder (several lessons can be devoted to a study of margins—width, number of lines, spacing of title, etc.).



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF
DURHAM, NORTH CAROLINA

This work has been greatly reduced in size. The original work of the children was done on paper 9 x 12 inches or 6 x 9 inches.

Picture Study: Period of Chivalry

- 1—*Rembrandt*—The Golden Helmet.
The Night Watch.
- 2—*Carpaccio*—St. Ursula.
- 3—*Puvis de Chavannes*—Life of St. Genevieve.
- 4—*Abbey*—Sir Galahad.
The Oath of Knighthood.
Round Table of King Arthur.
- 5—*Millet*—The Angelus.
- 6—*Velasquez*—The Infant Prince.
- 7—*Gilbert Stuart*—Washington.
- 8—*Thorwaldsen*—The Lion of Lucerne.
- 9—*Dupre*—In Pasture.
- 10—*Corot*—Spring.
Dance of the Nymphs.
- 11—*Lerolle*—By the River.

NOTE.—Study one picture each month.

ART—DRAWING AND DESIGN**GRADE VI****September and October**

1. Paint color scales. Teach neighboring color, warm and cool color.
See Practical Drawing, No. 6, p. 9.
2. Paint groups of flowers, weeds, or fruit. Make a composition from these, in an oblong of good proportion, being sure that in each pupil's composition there is an important part with other parts subordinated. Emphasize good spacing.
See Practical Drawing, No. 6, p. 12.
See Practical Drawing, No. 7, p. 12.
See Applied Art, No. C, p. 5.
3. Make a study of flowers, considered State flowers.
See *Geographical Magazine*, 1920-21.
4. Illustrate: *Whittier's* Corn Song; *Bryant's* To a Water Fowl; *Bryant's* To a Fringed Gentian; *Burns's* To a Daisy.
See Practical Drawing, No. 6, p. 14.
5. Make a study of Colonial doorways. Correlate with history.

November and December

1. Make an all-over pattern, using flower motifs (florets) or leaf motifs.
See Practical Drawing, No. 5, p. 7.
See Practical Drawing, No. 7, pp. 7, 8.
See Practical Drawing, No. 8, p. 25.
See Industrial Art, No. 4, pp. 14, 15, 64, 65, 66, 67, 68.
2. Study simple lettering, as suggested in the art books.
See Practical Drawing, No. 6, p. 38.
See Practical Drawing, No. 7, p. 38.

3. Take up lettering with the "round nib" pen.

See Practical Drawing, No. 7, p. 36.

See Applied Art, No. D, p. 11.

4. Consider stage sets.

January and February

1. Continue lettering until each child can make a creditable placard.

Letter placards for your building: Parent-Teacher Association announcements, fire-escape directions, etc.

2. Make health posters, or those emphasizing the care of the teeth.

3. Make design for plaid, using subordination in the grouping of lines. Visit the gingham mills to see the patterns; persuade the mills to try out some of pupils' patterns, and to return some recognition for the best.

See Practical Drawing, No. 4, p. 29.

4. Make designs for linoleum blocks. ($1\frac{1}{2} \times 1\frac{1}{2}$ inches a fair size.)

See Practical Drawing, No. 6, pp. 6, 7, 8, 31.

March and April

1. Cut linoleum blocks and print with tempera paint on colored paper.

See end-papers of Applied Art Books.

2. Paint "still life" groups.

See pp. 24 and 26 of Practical Drawing, Nos. 6 and 7.

See Applied Art, No. C, p. 28.

3. Make wall arrangement for house interior.

See Industrial Art, No. 4, pp. 33, 34, 35, 36.

See Applied Art, No. C, p. 28.

4. Study crests, shields, sword-hilts, coats-of-arms, and feudal castles in connection with "Treasure Island," "Robin Hood," and King Arthur stories.

Design some shields.

Try the library for a book on heraldry.

5. Illustrate any of these: "Evangeline," "Courtship of Miles Standish," "Sketch Book," "Last of the Mohicans."

May

1. With charcoal draw "still life" groups.

2. Teach simple perspective (one point, or parallel; two point, or angular; and the principle of the ellipse).

3. Study costumes.

See page 22 of Practical Drawing, Nos. 6, 7, and 8.

See Industrial Art, No. 4, pp. 29, 41, 43.

4. Design a banner for Memorial Day.

5. Block-print a folder that will contain the work of the term.

Picture Study: History and Landscape

- 1—*Francesca*—The Nativity.
Baptism.
- 2—*Michelangelo*—The Creation of Man.
Jeremiah.
Moses.
David.
- 3—*Leonardo da Vinci*—Last Supper.
Mona Lisa.
- 4—*Raphael*—Sistine Madonna.
- 5—*Titian*—Tribute Money.
- 6—*Van Dyck*—The Prince of Orange.
- 7—*Abbey*—Penn's Treaty with the Indians.
Declaration of Independence.
Valley Forge.
- 8—*Blashfield*—Washington Laying His Commission at
the Feet of Columbia.
- 9—The Capitol, Washington, D. C.
- 10—Mount Vernon.
- 11—*Hobbema*—Avenue of Trees (Middleharnis).
- 12—*Inness*—Sunset.
Autumn Oaks.
Medfield Meadows.
Morning on the Meadow.
- 13—*Remington*—Picture Writing.
- 14—*Alexander*—The Evolution of the Book.

NOTE.—Study one picture each month.

ART—DRAWING AND DESIGN**GRADE VII**

The work of this grade is suggested in subjects which may be handled as projects in the months that the class and teacher may choose.

1. Color theory.

Show by scales and examples: value (light and dark), intensity (bright and dull), neighboring and contrasting, warm and cool. Discuss the effect of each upon the other. Point out protective coloring in plants, insects, and animals—camouflage, correlate with gardening.

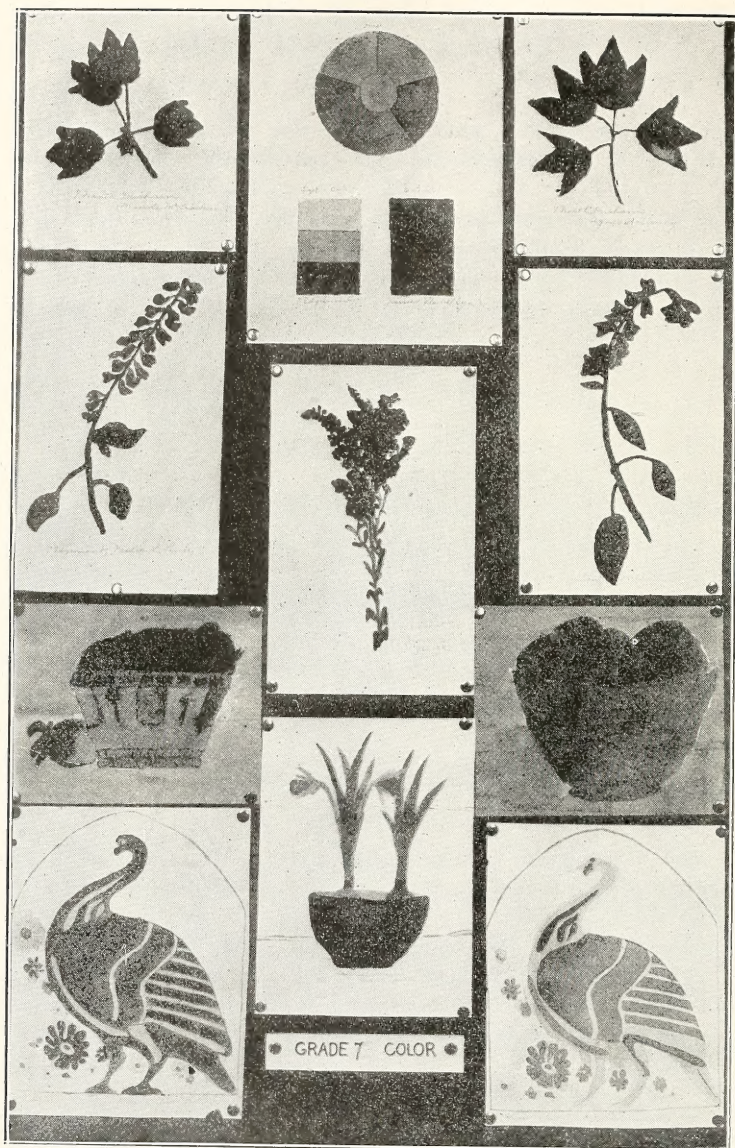
See Practical Drawing, p. 9 of Nos. 7 and 8.

See Applied Art, No. D, p. 2.

2. Painting twigs in black, then in color. (Use Japanese method of free-brush work, with no drawing—two strokes of brush paints a leaf).**3. Painting flowers in color.**

See Practical Drawing No. 6, p. 12.

See Practical Drawing, No. 7, p. 12.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF
DURHAM, NORTH CAROLINA

This work has been greatly reduced in size. The original work of the children was done on paper 9 x 12 inches or 6 x 9 inches.

4. Landscape composition.

Study landscape by masters—Ruysdall, Hobbema, Constable, Turner, Rousseau, Dupre, Corot, Inness, Homer.

Paint a landscape composition, keeping a dominant part in trees or mountains.

See Practical Drawing, pp. 18 and 32 of Nos. 5, 6, 7, and 8.

See Applied Art, p. 9 of Nos. A, B, C, and D.

5. Lettering.

Exercises—page spacing, quotations, monograms, Christmas cards, posters.

See Practical Drawing, No. 7, p. 38.

See Practical Drawing, No. 8, pp. 26, 38.

See pp. 23 and 32 of Applied Art, Nos. B, C, and D.

6. Pattern design.

Exercises—borders and all-over, or surface patterns, block-printing end-papers.

See end-papers in Applied Art Books.

See Practical Drawing, No. 7, p. 34.

See Practical Drawing, No. 8, pp. 24, 25, 35.

7. Bookbinding (simple).

See Practical Drawing, No. 5, p. 30.

See Practical Drawing, No. 6, p. 30.

See Industrial Art, No. 2, p. 18.

See Industrial Art, No. 4, p. 22.

See p. 21 of Applied Art, Nos. A, B, C, and D.

8. Simple perspective (one-point and two-point) correlate with Industrial Arts Department. Design a piece of garden pottery—a jar, a square or oblong box for plants, a tile for the side of this. Industrial Arts Department carries out the design in colored cement.

See School Arts Magazines.

9. Pose drawings.

Study for proportion as well as action in brush line in black first, then in dark and light, and lastly in color.

Pupils pose in costume.

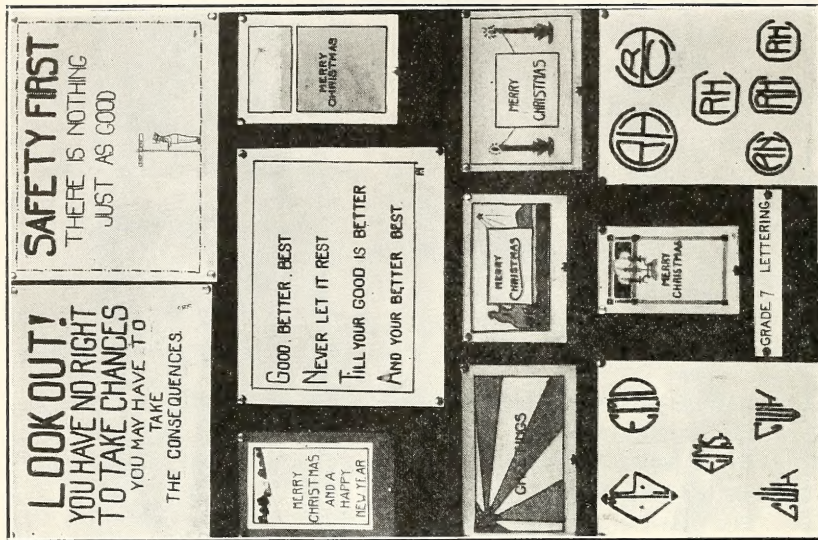
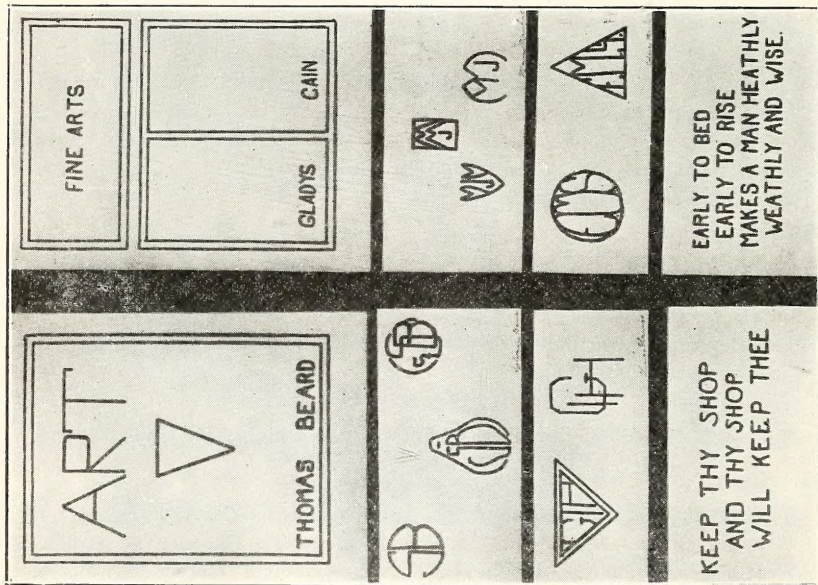
This is a good forerunner for costume design for characters in staging of Junior High School Play.

10. Stage settings.

Making of actual sets for plays or entertainments given in High School.

Picture Study

1. Architecture: Pyramids, Parthenon, Roman Forum, Coliseum, Arch of Titus, St. Sophia, St. Marks, Taj Mahal, St. Peter's (Rome), St. Paul's, Westminster Abbey, Lincoln Cathedral, Chartres Cathedral, Notre Dame (Paris), Rheims Cathedral, Strasburg.
2. Sculpture: Winged Victory, Venus de Milos, Hermes by Praxiteles, Apollo Belvidere, Equestrian Statue by Verrocchio.



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF DURHAM, NORTH CAROLINA
This work has been greatly reduced in size. Lettering by Grade VII, with "round nib" pen.

3. Line Study: Holbein, Michelangelo, Alexander, Vedder, Whistler, Swan, Guerin, Millet.
4. Tone Study—Rembrandt, Bellini, Van Dyck, Hunt, Leonardo.
5. Color Study: Titian, Giorgione, Palma, Vecchio, Parrish, Dulac, Guerin.

NOTE.—Study one picture each month.

SUBJECTS TREATED IN OUTLINES

I. Materials

1. *Books* (adopted by the State).

Industrial Art Shorter Course.

Book I—first and second grades.

Book II—third and fourth grades.

Book III—fifth and sixth grades.

Book IV—seventh grade.

Practical Drawing, Text-books.

Book I—first grade.

Book II—second grade.

Book III—third grade.

Book IV—fourth grade.

Book V—fifth grade.

Book VI—sixth grade.

Book VII—seventh grade.

Industrial and Applied Art Books, Numbers A, B, C, and D.

Book A—first and second grades.

Book B—third and fourth grades.

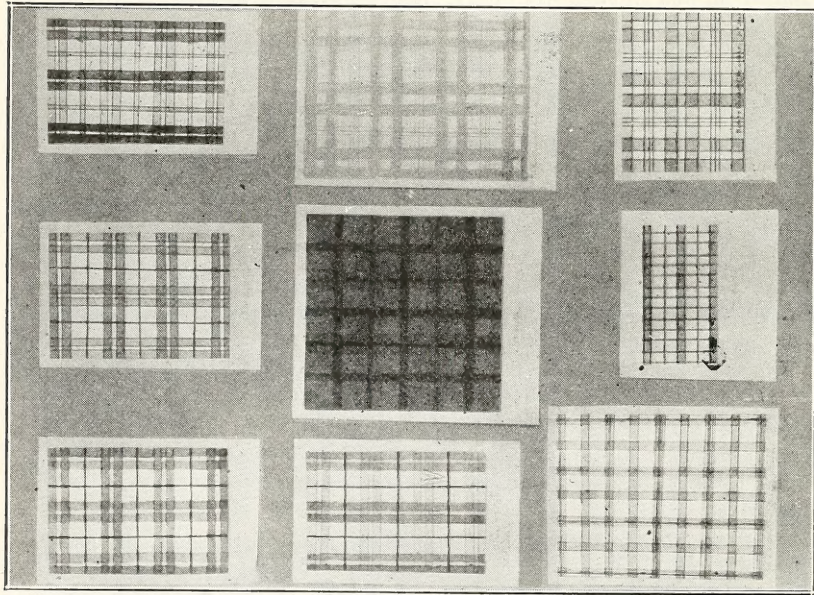
Book C—fifth and sixth grades.

Book D—seventh grade.

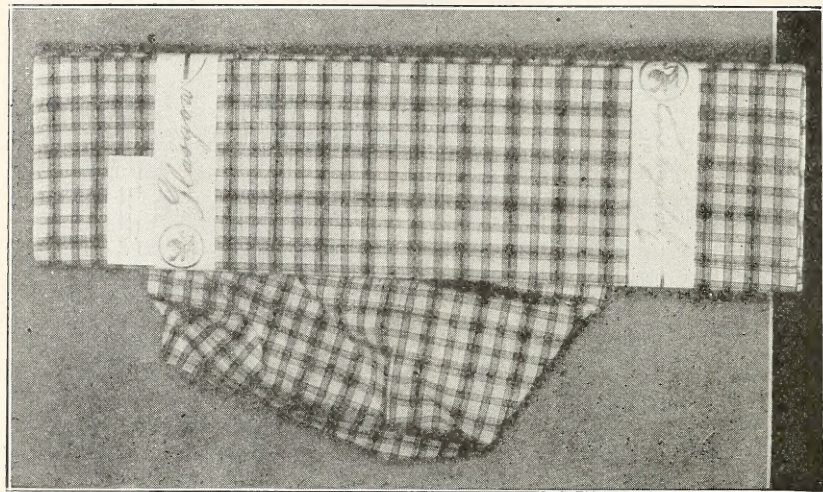
2. *Illustrative Materials*—by pupils of former classes, by teacher, from museums, from the community.
3. *Models*—actual flowers, fruit, vegetables, twigs, leaves, weeds, grasses, bowls, vases, toys, textiles, etc.
Never copy, always get models of something available in locality.
4. *Mediums*—pencil, crayola, charcoal, clay, transparent paint (watercolor), tempera paint (show-card colors, in jars), colored papers (engine colored or parquetry), ink (Higgins' waterproof).
Colored paper from: *Milton Bradley Co.*, Atlanta, and *Abbott Educational Co.*, 208 Wabash Avenue, Chicago.
Clay (Plasteline, nondrying): *Milton Bradley Co.*, Atlanta.
5. *Papers*—bogus, manila (cream or grey), watercolor, rice, construction and poster. Can be bought of any general supply company for art material.
6. *Other Materials*—scissors, paste, toothpicks, peg-printing sets, linoleum blocks. Peg-sets and linoleum blocks can be bought of:
Waldcraft Company, Indianapolis, Indiana.

II. Color

This can be presented in any grade and medium selected to suit the age of children. Applications can be made to the drawing or painting of flowers,



WORK OF CHILDREN IN ELEMENTARY GRADES OF CITY SCHOOLS OF DURHAM, NORTH CAROLINA
(Plaid Designs by Grade VII)



SCHOOLS OF DURHAM, NORTH CAROLINA
(Gingham woven at the Durham Cotton Mills from a design made in Grade VII)

fruit, to gardening, to cut paper, to peg- or block-printing, to home furnishing, to costume. Scales may be made.

Color in dark and light of same color some mimeographed or hectographed pattern of good design, as was done with the museum designs of birds in the Durham City Schools. These same patterns may be painted in bright and dull of the same color, or in contrasting colors.

Reference: Color Notation—*Munsell*.

III. Cut Paper

This medium is especially good for primary grades, but may be used in higher grades.

No patterns are to be used or tracing allowed, all cutting freehand from model, drawing, or demonstration of cutting by the teacher.

Reference:

Scissors Pictures, 25 cents—*Rand McNally & Co.*, New York.

With Scissors and Paste, 25 cents—*Milton Bradley Co.*, Atlanta or New York.

IV. Illustration

Any stories, poems, songs, games, dramatizations, sports or festival occasions may be illustrated.

References:

Jessie Wilcox Smith's Illustration of "The Child's Garden of Verse."

Arthur Rackman's Illustration of "Mother Goose Rhymes."

Arthur Rackman's Illustration of "Rip Van Winkle."

Maxfield Parrish's Illustration of "Arabian Nights."

Maxfield Parrish's Illustration of Hawthorne's "Wonder Book."

Howard Pyle's Illustration of "King Arthur" Stories.

Edmund Dulac's Illustration of "Arabian Nights."

Order from *A. G. Seiler*, 1224 Amsterdam Avenue, New York.

V. Representation

Draw or paint objects (still life), draw from nature (plants or animals), draw figures (pose), make perspective drawings of boxes, books, cylindrical objects, etc.

Reference: How Children Learn to Draw—*Sargent and Miller*. *Ginn & Co.*, New York.

VI. Design

Without design there is no art. Landscape compositions, portraiture, borders, surface patterns, peg- or block-printing, lettering, advertising, costume, house furnishing, and landscape gardening, all involve the principles of design—subordination, rhythm, balance, proportion, and symmetry—and become art only when some creative mind can make any one of these of good design.

References:

Composition—*Arthur W. Dow*.

Theory and Practice of Teaching Art—*Arthur W. Dow*.

Both published by *Doubleday, Page & Co.*

VII. Clay Modeling

Local clay or nondrying clay (Plasteline) may be used.

Model from object or from imagination, or memory, for illustration of story.

Plasteline by *Milton Bradley Co.*, Atlanta or New York.

References:

Clay Modeling in the School—*Milton Bradley Co.*

What and How—*Milton Bradley Co.*

VIII. Construction

Heavy construction paper may be used in making doll furniture, Christmas boxes, baskets; in making booklets, or in bookbinding.

If there is access to a shop and scroll saws use three-ply wood for making toys. If this is not available oak tag with brass shanks will answer for making plain or jointed toys.

Reference: Paper and Cardboard Construction—*Buxton & Curran.*

IX. Picture Study

1. Familiarize the children with at least one masterpiece a month. When possible, correlate with reading, history, or other subjects. Christmas and Easter have furnished the inspiration to masters for many pictures. These are fine occasions for studying the works of the Italian, Flemish, and Spanish masters.

References:

How to Study Pictures—*Caffin.*

Twelve Great Paintings—*H. V. Bailey.*

How to Show Pictures to Children—*Hurl. Houghton-Mifflin Co.*

Picture Study in the Schools—*Mrs. L. L. Wilson. Macmillan Co.*

*Studies of Famous Pictures—Published by *C. M. Parker, Taylorsville, Illinois.*

*Elson Picture Studies for Grades—*Elson Art Publication Co., Belmont, Mass.*

Pictures may be bought of:

Horace K. Turner Co., Boston, Mass.

Elson Picture Co., Belmont, Mass.

Perry Picture Co., Malden, Mass.

University Prints, Newton, Mass.

Art Appreciation Co. (colored prints), Akron, Ohio.

Copley Prints (sepia or color)—*Curtis & Cameron, 12 Huntington, Avenue, Boston, Mass.*

E. T. Shima (Japanese prints)—20 W. 46th Street, New York.

The Turner Company, The Elson Company, or Mr. Shima, will send out exhibits at no cost excepting transportation, but will expect some pictures to be sold.

2. Selecting, framing and hanging pictures.

- a. Only masterpieces, or copies of them, should be on the walls of our homes or schools. Because of the conscious or unconscious influence on our taste, we cannot afford to have constantly before us the

*Inexpensive leaflets.

cheap, the gaudy, the tawdry, or the commonplace. A few, two or three good pictures (the Japanese hang only one at a time) in a room are better than many.

- b. The frame should be simple and unobtrusive, yet strong enough to set the picture off from its surroundings. The frame is best usually in a color like the predominating dark of the picture. For the school dull finished wood, with very narrow gilt beading, to give light, will suit most copies; for the home a moulding with some simple restrained design may be used, but it, too, is best in the predominating dark value of the picture. Mats are used only on Japanese prints, and on some watercolors.
- c. Hang pictures so the center is about or a little above the eye level, on patent nails that any bookstore sells—these do not show above the picture. If the picture must be hung from wall moulding, hang on two parallel vertical wires. Be sure the screw eyes are far enough up on back of frame so that the picture will not tilt.

Pictures should make a composition with some architectural feature or some article of furniture in the room.

EXPLANATION OF TEACHING PROCEDURE

I. Color

The study of color can be made simple when not cluttered up with too many terms. The following necessary facts may be taught by scales and applications:

1. *Hue*—five rainbow, or spectrum colors (red, yellow, green, blue, and purple). Red-yellow (orange) does not need separate consideration.
2. *Dark and light*—In each hue, or color, a scale can be made uniformly grading from the lightest to the darkest of that color.
3. *Intensity*—in each hue, a scale can be made grading from the brightest to the duldest of that color.
4. (a) *Neighboring* colors—those standing side by side in the color wheel, each having an element of the other in it.
- (b) *Opposite*, or contrasting colors—those that are unlike, that neutralize, or grey each other when mixed in pigments; that emphasize, or accent each other when juxtaposed.
- (c) *Opposites*:
 Blue—Red-yellow (Orange).
 Red—Blue-green.
 Purple—Yellow-green.

Between these, all gradations of opposites.

It is easy to make a harmony with neighboring colors, but unless a strong contrast is made in value or intensity, or in both, the scheme will be uninteresting. It is difficult to create a harmony with opposite colors, but, when once accomplished the result will not only be interesting, but bright and cheerful.

5. *Warm and Cool Colors.*

Red and yellows and the related colors are warm, while blues and purples and their close relations are cool. Thus relatively, yellow-green is warm, but blue-green is cool.

These two facts figure largely in problems of house furnishing and costume. For example: other things being equal, rooms receiving northern light should have warm colors predominating in their furnishings; rooms of southern exposure should have cool colors predominating. In costume, generally speaking, blonds should wear cool colors and brunettes warm colors. Of course, there are many types of blonds and brunettes, and many kinds of personalities which are mighty determining factors also.

6. *Black, white, and gray.*

These are neutrals. In design they play an important part in harmonizing color.

NOTE.—All these attributes enable us to produce quality in color. Any colors will harmonize if used in right value, right intensity, and in proper distribution.

II. Cut-Paper

1. Aim for good design and color.
2. Take the making of a plum pudding in Grade I.
3. Have ready the following materials: scissors, paste, toothpicks to apply paste; mounts of grey-green construction paper, 6x9 inches; strips of manila, $1\frac{1}{4}$ x7 inches, for plates; oblongs of brown parquetry, or colored paper, $2\frac{1}{2}$ x5 inches, for puddings; strips of brown paper cut about three-sixteenths inches wide; odd bits of all kinds, and colors of paper.
4. Fold the manila once and cut shape of plate, round the top of brown for pudding, place these on mounts with correct margins felt out by each child, and paste, paste narrow strips of brown under rim of plate, cut all colors and sizes of plums and arrange so that groups will be interesting, and one dominating, paste.

NOTE.—This is not the only way this may be done, but it is a definite way; no paper will be wasted, and yet the children have opportunity for exercising choice and individuality. The teacher should have a finished cut-paper composition of this to show for suggestion, but not for copy. She should demonstrate the cutting, especially of plate, before the children cut theirs.

III. Illustration (any grade)

1. Spend much time, at least, half of period talking of subject to be illustrated, having many suggestions for pictures for it, each child seeing the part he wishes to express. Have some quick and volunteer sketches on blackboard.
2. Remind pupils that the picture they draw must be their own, must be interesting, and must have a main part, or central idea.
3. Have similar illustrations by previous classes, or from books hung up for suggestions.
4. Begin at once after the discussion with paint and brush or crayon.
5. Before the next lesson, hang up results, have a class criticism, which will help pupils see effects obtained, and suggest improvements.

IV. Pose Drawing (Grade IV or above)

1. Assume that in Grades I, II, and III pupils have had drawing of action, or stick men, as well as practice in drawing children at play.
2. Have several pupils bring costumes left from amateur plays, or pageants, and in these pose for the rest of class.
3. With large brush, very wet with black paint, freely paint in line, while model poses for fifteen minutes at a time. In Grades IV and V pay much attention to action and little to proportion. The latter can be stressed in Grade VII, but still action is the chief thing.
4. After quick poses are easily done in line, try in dark and light, then in full color.

NOTE.—Little can be accomplished, unless eight or ten lessons are devoted to this.

V. Block Printing

1. This is an interesting means of teaching good spacing, rhythm in surface patterns, and color.
2. Below the senior high school, it is best not to attempt the cutting of a real wood block. Type high linoleum blocks (plain brown $\frac{1}{8}$ -inch linoleum glued to a block) or battleship linoleum $\frac{1}{4}$ -inch high (not glued on block) can be used to better advantage, because it is easily cut. Unless there is access to a press, these sizes work out most successfully—1-inch, $1\frac{1}{2}$ -inch, 2-inch, and $2\frac{1}{2}$ -inch squares.
3. After designs are made in dark and light, transfer to block by laying tracing paper over design, inking in dark and light. Then paste on block and cut (stencil or sloyd knife), scoring around design first, cut about one-sixteenth inch deep, keeping the edges clean-cut, and having no undercuts.
4. Put paint on with brush, tempera is best, but transparent paint can be used if applied thick directly from the cake. Stamp on paper. Use as many brushes as colors.
5. The design is the important part. It helps to decide on definite motif—leaf, flower (floret), animal, or abstract symbol.

Keep in mind these three ideas:

- a. Have variety in forms.
- b. Have variety in sizes, one spot dominating.
- c. Make the whole a harmony of lines and spaces.

When printing there may be whole drops, half drops, inverted rows, alternate inversions, alternate spaces, etc. See *L. F. Day's* book on pattern.

Fine color effects can be obtained by printing on different colored papers.

NOTE.—This method of block-printing is not the accepted one of artists, but their method is not practical for elementary grades in our local situation.

VI. Lettering

1. Below the fourth grade, cut-paper letters seem easiest and most effective.
2. Above the third grade begin brush letters, made by holding the brush straight, in Japanese fashion, and giving one broad stroke only for

each part of letter, no working over or touching up. Practice on strips of paper cut the height letters are to be made (1-inch or 1¼-inch a fair size). Use a simple block cap letter.

3. Begin pen letters about the fifth and sixth grades. Speedball (Esterbrook) pens, with "round nib," can be used easily. "Flat nib" (Hunt) pens do not write satisfactorily unless used on a drawing board or table adjusted to an angle of 45°. Use waterproof (Higgins) ink.
4. Consider spacing (design in lettering).
 - a. The same space cannot be used between all letters.
 - b. Aim for equal dark and light in words.
 - c. Vertical strokes will be farthest apart, curves and verticals next, but such combinations as capitals "L" and "A," or "F" and "Y," must have individual consideration.
 - d. Leave a space the size of "0" between words.
 - e. Letters of words should be close enough to hold as wholes.
 - f. Make letters consistent—all belonging to the same family.
 - g. After mastering the style of letter work for freedom and individuality—character, as in handwriting.
 - h. The mass of the printed page is also a problem in design—margins, illumination, headings, etc., must be studied out.

NOTE.—Writing, Illuminating, and Lettering, by *Edward Johnston*, is a good reference.

VII. Picture Study

1. The subject is not the *big* thing in a picture. What the artist is capable of putting into the subject is the thing that makes a picture great. An artist with small ideas cannot convey a universal truth, or lead one into uncharted regions. The artist with a great soul is the one that can idealize.

2. Study for example "The Gleaners," by *Jean Francois Millet*.

Such a picture should have a central idea, and there is no doubt what it is here. Kindergarten children can point out the three women in the foreground as the chief groups—the subordination is excellent. The background of workmen, horses, wagon, straw stacks with details, is sufficiently subdued. Millet is not intent on painting a landscape, but peasant life. He is the first artist that has made this life seem worthwhile. After looking at this even children feel that there is some joy in hard, honest labor in the free open air and sunshine, that life after all is greatest when freest.

Millet was a master of line—follow the line of the figures, especially the line of the slightly bent woman, on to the stacks, and out of the picture, the rhythm of line in the other two figures. Notice how little drawing of features or clothing is necessary. All the feeling is given by line. The dark and light is strong and the color, too, is beautiful, soft, and harmonious.

A LESSON FOR ANY GRADE ABOVE SECOND

Still-life (Group of Fruit or Vegetables)

- I. Group—a tall medium green pear, a small dark-red apple, a yellow banana.

II. Material—boards across desks, set up on these as many groups as necessary, so all of class can see.

Illustrative materials—similar paintings by former classes or teacher, and examples from drawing books.

Materials for pupils—paints or crayons, 9x12 paper (manila or bogus).

III. Procedure:

Arrange group so that banana will be partly back of apple, this distributes dark and light and color, and helps to hold group together.

Discuss the grouping with the class, get them to see that things in front will be farther down on paper. Explain "table line," that it must strike group high enough to make everything appear on the table—only the back table line is drawn.

Make quick sketch of group at the blackboard, but erase to avoid copying.

Children paint with free wet brush, leaving spot for high light and the shaded side darker. Begin with object in front, then one back, and the one at side. If it is difficult to get correct form of banana that is partly hidden, try the whole form on another paper. Pupil must learn to feel the form behind. Do not have laborious drawing in, but work with freedom and individuality, no matter how crude the result.

If crayon is used proceed in similar way, but there cannot be quite the same freshness nor freedom of result.

Lastly paint in the table line, brown or black, about as dark as the darkest value of group.

IV. Suggestions for questions.

1. Who will offer to describe the shape of each object? Relative sizes?
2. Describe the position of objects, and how that affects their positions when painted on paper.
3. Where are the lights and where the darks?
4. How high should the table line be?

V. Class criticism.

1. At beginning of second lesson, hang up or place in chalk tray the work of entire class.
2. Evolve these for standard of criticism:
 - a. Good arrangement.
 - b. Good color and form.
 - c. Good technique (way of painting).
 - d. Individuality.
3. Have class decide which ones possess all or the majority of these four. A number can be given to each paper instead of calling the name of child that painted it.

REFERENCE MATERIALS

Periodicals (for Art Reference)

1. *Keramic Studio*.
2. *International Studio*.
3. *House Beautiful*.
4. *House and Garden*.
5. *Vogue*.
6. *Theatre Magazine*.
7. *Arts and Decoration*.
8. *School Arts Magazine*.
9. *The Mentor*.
10. *The American Magazine of Art*.

Art Books

- Composition—*Arthur W. Dow*.
 Theory and Practice of Teaching Art—*Arthur W. Dow*.
 Pattern Design—*Lewis F. Day*.
 Ornament and Its Application—*Lewis F. Day*.
 "Apollo" (Art Hist.)—*Reinach*.
 American Renaissance—*Joy W. Dow*.
 Line and Form—*Walter Crane*.
 Freehand Perspective and Sketching—*Dora M. Norton*.
 Japanese Flower Arrangement—*Mary Averill*.
 Chats on Japanese Prints—*Arthur D. Ficke*.
 Festivals and Plays—*Percival Chubb*.
 Pottery for Artists, Craftsmen, and Teachers—*George J. Cox*.
 The Human Figure—*Vanderpoel*.
 Figure Construction—*Alon Bement*.
 Book of Handwoven Coverlets—*Elizabeth C. Hall*.
 Writing, Illuminating, and Lettering—*Edward Johnston*.
 Heraldry for Craftsmen and Designers—*W. H. Hope*.
 Indian Blankets and Their Makers—*G. W. James*.
 Hand-Loom Weaving—*Mattie E. Todd*.
 The Craft of the Hand-made Rug—*Amy Mali Hicks*.
 Oriental Rugs—*John K. Mumford*.
 Principles of Advertising Arrangement—*F. A. Parsons*.
 Interior Decoration—*F. A. Parsons*.
 Indians of Today—*C. Alex Eastman*.
 Epochs of Chinese and Japanese Art—*Ernest Fenollosa*.
 The Book of Tea—*Okakura-Kakuzo*.
 Color Prints of Japan—*Edward F. Strange*.
 Pamphlets on Indian Art—
 Frank Cushing.
 W. H. Holmes.
 Carl Lumholtz.
 Chas. W. Mead.
 Clark Wissler.

Any of the above can be bought of A. G. Seiler, 1224 Amsterdam Avenue, New York City.

DEALERS IN ART MATERIALS

Papers

- Henry Lindenmeyer & Sons (Bogus and Poster), 32-36 Bleecker Street, New York City.
 Linde Paper Co. (Bogus and Manila), 150 East 129th Street, New York City.
 Japan Paper Co. (Fine grades of art papers), 109 East 31st Street, New York City.

Prints, etc.

- Gerbel, A. (Domestic and Foreign Publications), 721 Lexington Avenue, New York City.
 Weyhe, E. (Domestic and Foreign Publications), 710 Lexington Avenue, New York City.
 Shima, E. T. (Japanese Prints, etc.), 20 West 46th Street, New York City.
 Perry Pictures Co. (Inexpensive reproductions), Malden, Mass.
 Curtis & Cameron (Copley print, in sepia or color, from \$2 to \$100. Catalogue, 25 cents.) 12 Huntington Avenue, Boston, Mass.
 Landscape, E. F. Hanfestaengl, 153 West 57th Street, New York City.
 University Prints (Inexpensive reproductions), Newton, Mass.
 Brogi (Photographs, lantern slides, etc.), Florence, Italy.
 Alinari (Photographs), Florence, Italy. Pietro Cartoni, Agent, 420 Boylston Street, Boston, Mass.
 D. Anderson (Photographs, lantern slides, etc.), 7 via Salaria, Rome, Italy.
 Busse, George (Importer of photographs), 20 East 48th Street, New York City.
 Chicago Art Institute (Colored prints), Detroit Publishing Co.
 Jansen, J. H. (Manxfield Parrish and Jules Guerin), Cleveland, Ohio.
 William H. Pierce & Co. (Photographs of charcoal studies), 630 Washington Street, Boston, Mass.
 University Press (Large prints of Guerin's work) Evanston, Ill.
 Also the photographs departments of:
 The Boston Museum of Fine Arts, Boston, Mass.
 The Metropolitan Museum of Fine Arts, New York City.
 The Museum of Natural History, New York City.

Plaster Casts

- J. Casteras, Bros. & Co., 667 Lexington Avenue, New York City.
 Lucchesi, Eugene, 105 59th Street, New York City.
 P. Sarti, E. Lucchesi & Co., 113 East 34th Street, New York City.

Textiles

- Niblack, Eliza M. (Old brocades, laces, etc.), 47 Seventh Avenue, Brooklyn, New York.

Pottery Materials

- Drakenfield & Co., 50 Murray Street, New York City.

Bookbinding Materials

- Dejonge, Louis, 73 Duane Street, New York City.

Beads

American Bead Co., 485 Fifth Avenue, New York City.

General Art Supplies

Prang Co., Chicago and New York City.

Milton, Bradley Co., Chicago and New York City, and Atlanta, Ga.

Scott, Foresman Co., Chicago and New York.

Atkinson-Mentzer & Co., Chicago and New York City.

Seiler, A. G., 1224 Amsterdam Avenue, New York City.

Abbott Educational Co., 208 South Wabash Avenue, Chicago.

Crayon and Paints

American Crayon Co., 130 West 42d Street, New York City.

Blocks and Dyes

Waldcraft Co., Indianapolis, Ind.

Lettering Pens

C. Howard Hunt Co., Camden, N. J.

Esterbrook Steel Pen Co., Camden, N. J.

Mounting Board, No. 225

Chas. T. Bainbridge's Sons, 2 Cumberland Street, Brooklyn, New York.

MUSIC

INTRODUCTORY STATEMENT FOR MUSIC OUTLINE

STATE-ADOPTED SERIES OF TEXT-BOOKS:

I. Progressive Music Series—*Silver Burdett & Co.*

Four-Book Course:

Book I—for the Primary Grades (In the hands of the teacher only in the first grade).

Book II—Grades Four and Five.

Book III—Grade Six.

Book IV—Grade Seven.

A One-book Course for Grades Two-Seven may be used.

II. Hollis-Dann Music Series—*American Book Co.*

Book I—Grade One (In the hands of the teacher only).

Book II—Grade Three.

Book III—Grade Four.

Book IV—Grade Five.

Book V—Grade Six.

Book VI—Grade Seven.

Books III and IV can be purchased in one volume.

Books V and VI can be purchased in one volume.

Teacher's Manuals for both series may be purchased from the publishers.

In view of the fact that two series of text-books are authorized for use in the State, the methods of teaching which are radically different, the State Department of Public Instruction has thought it best to issue as its outline for the study of music in the schools of the State the following report, which was prepared by the Educational Council of the Music Supervisors' National Conference. The Council is composed of twelve of the most prominent music educators of the country, and includes in its membership the editors of both series of the text-books which are in use in North Carolina.

It is very important that every one who teaches music in the schools of the State should thoroughly understand the text-book from which she is teaching, not only from the standpoint of the music, but also from the standpoint of the pedagogical system and psychological principles involved. Every teacher should procure the manual, which is published in connection with each of these series of texts, and should become thoroughly familiar with it.

Music must be given a reasonable and fair amount of the time of the school day, not only as an art subject, both beautiful and useful, but as a subject broadly educational. In a daily schedule of 300 or more minutes, music as such should be allowed not less than fifteen minutes daily in primary grades, not less than twenty minutes daily in intermediate grades, and not less than the equivalent of twenty-five minutes daily in grammar, junior high and high school grades. The time assignment is not to include the valuable functioning of music as an ally in Physical Culture, English Festivals,

Pageants, etc. In upper grades this time allotment may include one period of Glee Club practice or orchestra rehearsal. All other periods of instrumental music (piano and orchestral instruments) should be additional.

The equipment necessary to make music effective must include a key-board instrument available for each class, pianos of good grade for piano classes, recitals, etc., and a good phonograph, and carefully selected library of records. A player-piano would also be distinctly helpful. There must be an ample supply of text-book and supplementary material for carrying on the proper procedure in class-room vocal music, and also ample material of real musical worth for bringing music to the service of the school, the home, and the community.

The following summary of musical accomplishments is recommended as a standard for the end of the seventh year:

1. Every child shall have acquired the use of his singing voice and pleasure in song as a means of expression.

2. Every child shall have learned to enjoy music as something heard as well as something expressed.

3. Every child shall have acquired a repertory of songs, which may be carried into the home and social life, including "America" and "The Star-Spangled Banner."

4. Every child shall have developed aural power, to know by sound that which he knows by sight and vice versa. Every child shall have acquired the ability to sing at sight, using words, a unison song of hymn-tune grade; or using syllables, a two-part song of hymn-tune grade, and the easiest three-part songs; these to be in any key; to include any of the measures and rhythms in ordinary use; to contain any accidental signs and tones easily introduced; and in general to be of the grade of difficulty of folk-songs, such as the "Minstrel Boy"; also knowledge of the major and minor keys and their signatures.

5. Every child talented in musical performance shall have had opportunity for its cultivation.

6. The children shall have developed a love for the beautiful in music and taste in choosing their songs, and the music to which they listen for the enjoyment and pleasure which only good music can give.

7. The children shall have acquired the ability to appreciate the charm of design in songs sung; to give an account of the salient features of structure in a standard composition after a few hearings of it; to identify at least the three-part song form from hearing; and to recognize and give titles and composers of a reasonable number of standard vocal and instrumental compositions.

8. Above all, the children shall have arrived at the conception of music as a beautiful and fine essential in a well-rounded, normal life.

Course of Study by Years

FIRST YEAR

Aims

- a. To give every child the use of his singing voice and pleasure in song as a means of expression.
- b. To cultivate the power of careful, sensitive aural attention.
- c. To provide the pupils through accompaniments to some of their songs and the hearing of much good music, an experience richer than that afforded by their own singing.
- d. To give every child enjoyment of music as something heard as well as something expressed. (Appreciation of music.)

Material

- a. Rote-song books in the hands of the teacher.
- b. A key-board instrument for playing accompaniments.
- c. A pitch-pipe; also a staff-liner, if the teacher so wishes.
- d. A phonograph, with at least twenty records of good music.

Procedure

- a. Singing songs by rote, using light head tones ordinarily not exceeding the range of the treble staff.
- b. Imitative exercises for curing so-called monotones.
- c. Singing songs entire, or phrase by phrase, individually. (To include all members of the class).
- d. Occasional use of accompaniments on well learned rote-songs.
- e. Directing aural attention to beauty of tone in singing, and to simple aspects of music as observed in rote-songs and in music heard, such as repetitions and recurrence of phrases, and repeated rhythms.
- f. The teaching of syllables as desired.

Attainments

- a. Ability to sing pleasingly a repertory of thirty to forty rote-songs appropriate to the grade, including one stanza of "America."
- b. The reduction of the number of "monotones" to ten per cent or less of the total number of pupils.
- c. Ability of ninety per cent of the pupils to sing individually, freely, correctly, and without harmful vocal habits, some five of the songs sung by the class as a whole.
- d. Preference on the part of the children for good tones rather than bad, *and the disposition to love the best of the music they have sung or heard.*

SECOND YEAR**Aims**

- a. The aims of the first year again, namely: continued curing of "monotones" (to give every child the use of his singing voice); development of song-singing; enrichment and extension of song-repertory; further development of aural power; further development of appreciation, including pleasurable attention to the expressive features of song and the beauties of musical structure.
- b. To continue the development of the power to recognize aurally simple phrase groups of tones and the feeling for simplest rhythms. The introduction of the staff may occur as early as the middle of the first year, or as late as the beginning of the third year, depending upon the order of procedure.

Material

- a. Rote-song books in the hands of the teacher.
- b. Books containing easy rote-songs (some of which may be in minor keys) and the simplest melodies in the usual nine major keys to be used in the development of sight-singing, if begun; the latter group, at least, to be printed in large type, and open distribution on the page; and both groups to be in books that are placed in the hands of the children.
- c. Some large display form of material that is to be studied; either in some chart form or on blackboard.
- d. A pitch-pipe and a staff-liner.
- e. A keyboard instrument for playing accompaniments.
- f. A phonograph and some twenty-five records of good music.

Procedure

- a. Singing rote-songs for pleasurable musical experience.
- b. Imitative exercises for curing so-called monotones.
- c. The use of the staff in practicing or preparing for sight-singing.
- d. Frequent practice in individual singing.
- e. Ear-training for the development of tonal and rhythmic thinking.
- f. Occasional use of accompaniments to songs previously learned.
- g. Learning to listen to good compositions for the sheer joy and charm of their beauty. Also to listen to the salient features of the imitative or descriptive phases involved; and to the simple arrangement of recurring phrases or "tunes," and rhythmic patterns.

Attainments

- a. Ability to sing correctly and pleasingly forty to sixty new songs, twenty of which are to be memorized, and which shall include two stanzas of "America." It is also suggested that some of the songs of the first year be kept in repertory.

- b. Ability of ninety per cent of the pupils to sing individually, freely, correctly, and without harmful vocal habits six or eight of the songs sung by the class as a whole.
- c. Not more than five per cent of the entire class to be "monotones" at end of year. The other pupils to sing without bad vocal habits, with musical enjoyment, and with good musical effect.
- d. Ability by end of year (or by the middle of the following year, according to procedure) to sing at sight, with syllables, easy melodies in the usual nine major keys, containing notes and rests one, two, three, and four beats in length, and employing diatonic tones in stepwise progressions, and with simple skips.
- f. Ability to recognize some five or six good compositions on hearing the first few measures of each; to follow and recognize a recurrent theme in a new song, or new piece of very simple structure; and a tendency to prefer compositions that have real musical merit and charm to those that are weak or common.

THIRD YEAR

Aims

- a. Continued correction of "monotones"; development of free and beautiful singing of songs; development of the song-repertory along lines appropriate to the taste and expanding powers of the children; development of aural power and extension of it to new features; further development of appreciation, particularly in the direction of pleasurable attention to the expressive and structural beauties of music.
- b. Development of an elementary degree of power and skill in independent sight-singing.

Material

- a. Books of music in the hands of the pupils; these books to contain three types of musical material, namely:
 - 1. Rote-songs of appropriate interest and elaborateness.
 - 2. Songs that may be taught partially by rote and partially by reading.
 - 3. Easier material for sight-singing.

All this material, with the possible exception of the first group, should be printed in large type and open distribution upon the page.

- b. Blank music paper, or music writing books, ruled with a wide staff, in the hands of the pupils.
- c. A keyboard instrument.
- d. A pitch-pipe and staff-liner.
- e. A phonograph and twenty-five good records.

Procedure

- a. Singing rote-songs for pleasurable musical experience.
- b. Systematic practice in sight-singing.
- c. Ear-training for the development of tonal and rhythmic thinking.

- d. Individual song-singing and sight-singing; each child to sing individually at least once a week.
- e. Liberal use of a keyboard instrument for illustrative purposes and accompaniments, but not for leading.
- f. Listening to good musical compositions as largely unanalyzed musical experience; observation or analysis to be largely in connection with the songs sung, but also in some degree with the larger compositions heard; and to consist of features of structure or design, such as observing recurrences of themes, sequences, and variations on them, etc.; and to be pursued in the spirit of recognizing the beauty and charm of such features of musical design.

Attainments

- a. Ability to sing correctly and pleasingly forty to sixty new songs, at least ten of which shall be memorized, and which shall include the four stanzas of "America." It is also suggested that some of the songs of the preceding years be kept in repertory.
- b. Ability of ninety per cent of the pupils to sing individually, freely, correctly, and without harmful vocal habits, eight or ten of the songs sung by the class as a whole.
- c. The "monotone" to be practically eliminated. Individual attention should be given to special cases.
- d. Ability by end of year to sing at sight, by syllables, easy melodies in any of the usual nine major keys; these melodies containing stepwise progressions and skips of 3ds, 4ths, 5ths, 6ths, and 8ths, and employing at least notes and rests one, two, three, or four beats in length, and two notes to the beat; also knowledge of some twelve of the more familiar signs and terms used in connection with staff notation.
- e. Ability of at least twenty-five per cent of the pupils to sing as well individually, at sight, as the class can sing as a whole.
- f. Power that enables the pupils to recognize by sound that which they know by sight, and vice versa; i. e., "see with the ears and hear with the eyes."—Luther Whiting Mason.
- g. Increased power to attend to, and give account of, the salient points of design in the music introduced, and increased sympathy for, and pleasure in, those factors that make for charm of musical design and expressive quality; also, ability to recognize and identify some eight or ten standard musical compositions when the first few measures of each are played.

FOURTH YEAR

Aims

- I. Almost all the general aims appropriate and desirable, in both early and later years, in a system of instruction in music in public schools have now been assembled. Once more they may be summarized:
 - a. To develop pleasure in song as a means of expression.
 - b. To secure free and correct use of the voice in singing.
 - c. To develop musical qualities of performance of songs.

- d. To develop a conception of music as something to be heard as well as something to be expressed.
- e. Progressive development of power to use the printed language of music.
- f. Progressive extension of musical experience beyond that provided by the singing of the children.
- g. Continuous development of power of appreciation by development of aural power, guided in the direction of attention to the elements of the beautiful in music.

II. Specific aims of the fourth year are as follows:

- a. Introductory steps in two-part singing.
- b. Extension of knowledge of the tonal and rhythmic material of music appropriate to fourth year.

Material

- a. Books of music in the hands of the pupils, these books to contain a very large number of songs of high musical merit, a few of the more elaborate of which may be learned by rote.
- b. Blank music paper, or music writing books, in the hands of the pupils.
- c. A keyboard instrument, pitch-pipe and staff-liner.
- d. A phonograph and at least twenty-five good records.

Procedure

- a. Singing repertory songs for pleasurable musical expression.
- b. Individual singing to be employed as a means of strengthening individual capability.
- c. Ear-training for the further development of tonal and rhythmic thinking involving both old and new problems.
- d. The introduction of two-part singing to be by "chording" in two parts on sustained tones, at intervals chiefly of the 3d or 6th, or by rounds; *both* first and second parts to contain *both* boys and girls; the voices of all to be treated as equal.
- e. Liberal use of a keyboard instrument in accompaniments, and for purposes of explanation and illustration, but not for leading unfamiliar music.
- f. Observing the structure of songs sung, and listening to and giving account of salient points in the structure of standard musical compositions, with a view to developing appreciation of the beauties of tonal design.

Attainments

- a. Continued development of song-singing and extension of repertory; this to include the first stanza of "The Star-Spangled Banner."
- b. Ability of ninety per cent of the pupils to sing individually, freely, correctly, and without harmful vocal habits, not less than ten of the songs sung by the class as a whole.
- c. Power and skill to sing at sight music appropriate to this year.

- d. Ability of at least thirty per cent of the pupils to sing individually at sight the material which the class can read as a whole.
- e. Power that enables the pupils to know by sound that which they know by sight, and vice versa.
- f. Increased capacity to observe the *characteristic* features of songs sung, and music heard, such as recurrences of themes, salient features of interest, and expressive quality; these characteristics to be mentioned in so far as they strike the attention because of the pleasure they give the hearer. Also, ability to recognize and write the names of some twenty standard compositions from hearing the first few measures of each.

FIFTH YEAR

Aims

I. General:

- a. To continue development of free and beautiful singing of songs.
- b. To acquire an increasingly wide musical experience.
- c. To develop increasing power of eye and ear in correlation.
- d. To develop power to listen for musical beauty as well as for musical knowledge.
- e. To develop increased power to sing at sight.

II. Special:

- f. To establish two-part singing.
- g. To develop increasing practical knowledge of the tones of the Chromatic Scale and power to use them.
- h. Extension of knowledge of the tonal and rhythmic material of music appropriate to fifth year.
- i. To develop a fair degree of power to sing unison songs at sight with words, and an elementary degree of power to sing two-part songs at sight with words.

Material

- a. Books of music in the hands of the pupils, these to contain unison and two-part songs for treble voices.
- b. Blank music writing paper, or music writing books, in the hands of the pupils.
- c. A keyboard instrument.
- d. Pitch-pipe and staff-liner.
- e. Phonograph and library of records of good music.

Procedure

- a. Singing of songs for pleasurable musical expression, some of which should be retained in the permanent repertory.
- b. Individual singing to be employed as a means of confirming and establishing individual capability.
- c. Ear-training for the further development of tonal and rhythmic thinking involving both old and new problems.

- d. In two-part singing, the pupils to be divided indiscriminately as to sex, both girls' and boys' voices being treated as equal. (An occasional irregular voice may need to be treated as an exception.) Assignments of vocal parts to groups to be reversed from song to song from week to week, to give proper practice to the full vocal range of each pupil, and to develop in each individual independence in singing the lower part; the alto to be taken up first on new songs that require practice on the parts separately; and to be sung with the lightness of voice and movement characteristic of soprano. Systematic effort to be made to develop sight-singing of two parts simultaneously.
- e. Systematic attention to be given to singing words at sight, when the songs contain nothing but quite familiar technical features.
- f. Liberal use of a keyboard instrument for accompaniments and many purposes of illustration and explanation.
- g. Observation and analysis of salient features of design in music sung and in standard musical compositions heard: such as persistent reiteration of a motive, recurrences of themes, sequential treatment, and imaginative changes (as in "Morning Mood," or "Asa's Death," from Grieg's *Peer Gynt Music*), or the division of the song-forms (as in songs sung or in the *Pilgrims' Chorus* from *Tannhauser*).

Attainments

- a. Continued development of song-singing and extension of repertory; this to include the remaining stanzas of "The Star-Spangled Banner."
- b. Ability of ninety per cent of pupils to sing individually, freely, correctly, and without harmful vocal habits, not less than ten of the songs sung by the class as a whole.
- c. Power and skill to sing at sight music appropriate to this year.
- d. Ability of at least thirty per cent of the class to sing individually at sight the material which the class can sing as a whole.
- e. Power that enables the pupils to know by sound that which they know by sight, and vice versa.
- f. Increased capacity to observe the characteristic features of songs sung and music heard, such as recurrences of themes, salient features of interest, and expressive quality; these characteristics to be mentioned in so far as they strike the attention, because of the pleasure they give the hearer. Also, ability to recognize and write the names of some twenty standard compositions from hearing the first few measures of each.

SIXTH YEAR

Aims

- I. General aims, the same as fifth year.
- II. Special.
 - a. The special aims of fifth year continued and extended.
 - b. To begin the development of three-part, treble-voice singing.
 - c. To develop ability to deal practically with the minor mode.

Material

- a. Books of music in the hands of the pupils; these to contain unison and two-part, treble-voice material; and also some material for three parts, treble voices, and some more elaborate unison songs.
- b. Blank music paper, or music writing books, in the hands of the pupils.
- c. A keyboard instrument.
- d. A pitch-pipe and staff-liner.
- e. A phonograph and library of records of good music.

Procedure

- a. Singing of songs for pleasurable musical expression, some of which should be retained in the permanent repertory.
- b. Individual singing to be employed as a means of confirming and establishing individual capability.
- c. Ear-training for the further development of tonal and rhythmic thinking involving both old and new problems.
- d. Division into two or three voice-parts to be without regard to sex, each part containing some boys and some girls. Assignments of children to vocal parts to be shifted from song to song, or from week to week, as voices permit.
- e. Practice in the use of the accidentals and their restoring signs, and in building scales.
- f. Three-part singing introduced, through the development of the harmonic sense, using triads, if desired.
- g. Systematic attention to be given to singing words at sight when the songs contain nothing but quite familiar technical features.
- h. Two-part and three-part songs to be undertaken at the outset with all parts simultaneously, when practicable.
- i. Liberal use of a keyboard instrument for accompaniments, and many purposes of illustration and explanation.
- j. Observation of the elements of interest and charm of music sung and heard to be directed to design and imaginative treatment of thematic material, as manifest in motivation, repetitions, recurrences, unity and contrast of part with part (as in the song-forms or rondo), etc.

Attainments

- a. Ability to sing well with enjoyment at least thirty unison, two-part, and three-part songs, some of which shall be memorized.
- b. Ability of ninety per cent of pupils to sing individually, freely, correctly, and without harmful vocal habits, not less than ten of the songs sung by the class as a whole.
- c. Ability to sing at sight, using words, a unison song of hymn-tune grade; or using syllables, a two-part song of hymn-tune grade, and the easiest three-part songs; these to be in any key; to include any of the measures and rhythms in ordinary use; to contain any accidental signs and tones easily introduced; and in general to be of the grade of folk-songs, such as "The Minstrel Boy." Also knowledge of the major and minor keys and their signatures.

- d. Ability of at least thirty per cent of the pupils to sing individually at sight music sung by the class as a whole.
- f. Ability to appreciate the charm of design in songs sung; to give an account of the salient features of structure in a standard composition, after a few hearings of it; to identify at least the three-part song form from hearing; to recognize and to give titles and composers of not less than twenty standard compositions studied during the year.

SEVENTH AND EIGHTH YEARS

Aims

- I. General aims of earlier years continued.
- II. Specific aims.
 - a. To develop concerted singing in the direction of mass chorus practice as well as to continue the usual classroom sight-singing and part-singing.
 - b. To recognize the birth of new affective (emotional) states in the pupils, due to their awakening sense of the relationships of human life, and the emotional aspects of these relationships; and to utilize the best of these qualities of feeling as agencies toward the reinforcement and upbuilding of fine and strong elements of character.
 - c. To articulate more closely for the pupils, individually and collectively, the musical interests and activities of the school with those of their homes and their community.
 - d. To recognize and encourage the special interest that pupils of this age have in the mechanism, technique and use of musical instruments.
 - e. To recognize and encourage special individual musical capabilities, as a feature of an avocational as well as a vocational stage of development.
 - f. To pay special attention to the diverging needs of the voices of the pupils.
 - g. To strengthen and extend technical knowledge and capability with reference to tonal and rhythmic elements and features of staff-notation and sight-singing.
 - h. To add to the appreciation of the formal elements in music an appreciation of the moods characteristic of romantic and modern music.

Material

- a. Ample material suitable for the various needs of the pupil.
- b. Blank music writing paper, or music writing books, in the hands of the pupils.
- c. A keyboard instrument.
- d. A phonograph and an adequate library of good music.

Procedure

- a. Singing of repertory songs, as before, for the sake of musical enjoyment.
- b. Occasional assembling of large groups of seventh- or eighth-year, or seventh- and eighth-year pupils for chorus practice and social singing.

- c. Continued practice in sight-singing.
- d. Individual singing to be retained as a means of developing greater individual capability and independence.
- e. Close attention to individual vocal ranges and characteristics, involving frequent examinations of all voices individually; acquisition of exact knowledge of the capabilities of each individual's voice; careful treatment of changing voices, and careful part-assignment of all voices.
- f. Much use of a keyboard instrument for accompaniments and purposes of illustration, explanation, and for recitals.
- g. In easy part-songs all parts to be attempted simultaneously. Separate parts to be practiced only when necessary.
- h. Singing words at sight. Syllables to be used only when necessary.
- i. Comment and discussion on the aspects of beauty and expression that awakened interest in the compositions sung or listened to, including also attention to their origin, textual meaning, and style, for the purpose of developing an intelligent musical taste and judgment.
- j. Some time to be given to recitals by pupils and artists and to the development of vocal and orchestral ensemble practice under school auspices.

Attainments

- a. Ability to sing well, with enjoyment, a repertory of twenty-five to thirty-five songs of musical, literary, community, national or other worthy interest.
- b. Ability to sing at sight part-songs of the grade of a very simple hymn.
- d. Knowledge of all essential facts of elementary theory sufficient to enable seventy-five per cent of the students to give a correct explanation of any notational features contained in the pieces of average difficulty in the standard books of music for the seventh and eighth years.
- f. Further progress in recognition of the relations, agreements, dependencies of tones and tonal groups, that give to music its strength and interest; pleasure in good music.

